

# **Administrative Guide for Career and Technical Education in Michigan**

**Michigan Department of Education**

**Office of Career and Technical  
Education**

**November 2011**



## Acknowledgments

As you can see by the scope of this document, it would not have been possible to complete without the input and assistance of many, many people.

The consultants in the Career Planning and Education Unit provided updated information on each of their unique career cluster specialty areas, as well as contributions to other sections of the *Guide*, as appropriate. Likewise, staff within the Data, Accountability, and Technical Assessments and Education and Employer Partnerships Units were very instrumental in editing sections from the previous *Guide* and also in developing sections referring to changes in state and federal legislation.

Every member of the Office of Career and Technical Education staff assisted with this project. It has proven to be a learning experience for all in outlining the evolution of policies and procedures from “what was” to “what needs to be.”

My thanks to everyone for their persistence and hard work.

Patty Cantú, Director  
Office of Career and Technical Education

## Foreword

This *Administrative Guide for Career and Technical Education in Michigan*, (Office of Career and Technical Education (OCTE), Michigan Department of Education) is for the Career and Technical Education Administrator and includes information targeted for use by those filling this role. This guide does not contain all-encompassing information, rather it provides a summary of aspects of career and technical education that will assist an administrator. Most of the information provided is a summary of what has been developed, in guideline or expanded form, and has been provided through technical assistance and professional development programs offered by OCTE staff.

Basic information relating to the responsibilities of administrators is provided in this guide. When more complete information is needed on any topic presented in the guide, the user should not hesitate to seek and use additional sources of information. Documents containing more comprehensive information, such as applications, instructions and supporting materials, guidelines needed for regional planning, alignment of programs, alignment of curriculum for program articulation, and many other topics are provided in technical assistance and professional development meetings and/or are on the OCTE website, [www.michigan.gov/octe](http://www.michigan.gov/octe). These documents, and the information they contain, are not duplicated in this guide.

The CTE instructional program sections are abbreviated versions of information written specifically for the administrator. For more complete instructional program information, please contact the OCTE program consultants.

It is our hope you will find this guide useful in your work. As we in the Office of Career and Technical Education identify additional topics for the guide, we will provide you with sections to be added. If a section becomes obsolete, we will request its removal. Clearly, some sections will need to be updated annually. We request your assistance in keeping the guide up-to-date. Please share with our office any additional needs for information you have.

We sincerely hope that you find this document and its revisions helpful.

# Table of Contents

Section A	
Career and Technical Education Administrators	
Roles and Qualifications .....	A-1
Section B	
Perkins Federal Programs	
Introduction .....	B-1
Perkins Secondary Grants .....	B-2
Tech Prep Grants .....	B-3
Section C	
CTE Funding Through the State School Aid Act, Section 61a(1) (Added Cost)	
Policies and Procedures .....	C-1
Section D	
State Approved Career and Technical Education (CTE) Programs	
Overview .....	D-1
Career Clusters .....	D-3
Family and Consumer Sciences .....	D12
Section E	
Instructional Program Resources	
Guidelines and Resources for Planning New Secondary CTE Programs .....	E-1
CTE Instructional Program (CIP) Self Review and Related TRAC Process.....	E-3
Guidelines and Resources for Placing Students in Work-Based Learning.....	E-8
Teacher Certification .....	E-21
Facility/Equipment/Space Requirements .....	E-23
Advisory Committees .....	E-26
Career and Technical Student Organizations .....	E-27
Section F	
Student Support Services	
Services for Special Populations Student Enrolled in CTE Programs .....	F-1
Career Development Activities.....	F-5
Section G	
Technical Assistance Activities	
Overview of Units Within OCTE .....	G-1
Technical Review, Assistance, and Compliance (TRAC) .....	G-3
Professional Development .....	G-4
Financial Guide for CTE Programs .....	G-5
Civil Rights Compliance .....	G-25
Section H	
Data, Evaluation, and Accountability .....	H-1
CTE Technical Skills Assessments.....	H-2
Career Technical Education Information System .....	H-3
Perkins Performance Indicators .....	H-4
Section I	
Resources.....	I-1

# Section A

---

Career and Technical  
Education Administrators

Roles and Qualifications

## Career and Technical Education Administrators

The challenges facing career and technical education (CTE) demand the availability of highly qualified CTE administrators to meet the needs of youth, adults, business, industry, and labor in the state. Knowledgeable administrators with strong leadership skills and a commitment to serving the career and technical education needs of high school students and adults are even more important today with the need for continued economic growth, high academic standards, and a globally competitive workforce.

Section 61a(2) of the State School Aid Act and federal legislation, including the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) provide funding to support comprehensive career-related education opportunities for both youth and adults in communities statewide. Educators at both the secondary and postsecondary level must plan together cooperatively to demonstrate that CTE has the ability to deliver the services needed in their region.

Planning must also be done in cooperation with business, industry, and labor to reflect their changing needs for trained personnel. Coordination and cooperation among educational agencies to share students and resources are essential if CTE is to grow and flourish in many areas of the state. Appropriate CTE administration and leadership will help to make this happen. CTE leadership must maintain the secondary delivery system and improve or initiate the relationship with the adult CTE student, economic development initiatives, and postsecondary education.

### Role of Career Education Planning District (CEPD) Administrators

#### Leadership and Technical Assistance

1. Provide technical assistance, leadership, and coordination for planning activities in the CEPD.
2. Initiate, facilitate, and help to implement an interagency approach to providing CTE services to special populations students enrolled in CTE.
3. Provide administrative assistance for those districts lacking CTE directors. In some cases, the CEPD Administrator also functions as the local CTE director and will perform/administer local CTE director duties.
4. Provide technical assistance for local educational agencies (LEAs) operating or desiring to operate CTE programs. Complete program review and evaluation of state-approved CTE programs and submit requested documentation to the Office of Career and Technical Education (OCTE).
5. Oversee program management functions, new CTE programs, financial reports, and data reports for the region.

#### Coordination

1. Initiate and develop activities necessary to bring about closer business/industry/education cooperation, including postsecondary partnerships, as well as work with community workforce and economic development activities.
2. Initiate activities necessary for the coordination and articulation of programs and services between and among secondary and postsecondary institutions to train youth, as well as adults.
3. Promote and coordinate gender equity activities that result in the enrollment and completion of students in CTE programs that are nontraditional for their gender.
4. Initiate and develop activities necessary to bring about closer cooperation between CTE and academic partners.
5. Provide leadership and coordination of CTE technical skills assessments for the region.

## **Planning and Evaluation**

1. Provide leadership and/or support for CEPD/regional program development activities.
2. Provide information about the CEPD and regional programs to the Education Advisory Group.
3. Serve as liaison between the CEPD and the OCTE on matters relating to planning and evaluation.
4. Provide assistance to local educational agencies in meeting core performance indicator requirements under the Carl D. Perkins Act.
5. Provide leadership for conducting CTE Instructional Program (CIP) Self Review of the local districts' delivery systems for CTE. At least 20% of all programs must be reviewed each year. Program review documents are available from the OCTE. Review documents must be kept on file at the local, CEPD, and/or regional level and summary reports must be submitted annually.

## **Job Placement**

Serve in a leadership role in the design and implementation of a placement delivery system for career and technical education completers, which includes postsecondary, job, and military opportunities.

## **Professional Development**

1. Coordinate professional development activities for CTE staff, support staff, career guidance personnel, and appropriate school administrators.
2. Coordinate Civil Rights Compliance Review (CRCR) and onsite monitoring Technical Review, Assistance and Compliance (TRAC) workshops for local educational agencies within the CEPD to prepare for onsite reviews and in meeting other compliance obligations in the absence of a local CTE director.
3. Participate in state-sponsored inservices, meetings, and conferences to remain current in the OCTE policy, procedures, and requirements.

## **Data Management**

1. Serve as the primary link for coordinating CTE data collection on the Career and Technical Education Information System (CTEIS), including student follow-up reports.
2. Provide technical assistance and facilitate LEA reporting procedures so that the OCTE forms and reports are completed accurately and in a timely manner.

## **Role of Local Directors of Career and Technical Education**

### **Program Review/Planning and Development**

1. Assure that the district's CTE delivery system is based upon goals and objectives in accordance with state program standards and guidelines and is approved by the local board of education.
2. Provide leadership for conducting CTE Instructional Program (CIP) Self Review of the district's delivery system for CTE. At least 20% of all programs must be reviewed each year. Program review documents are available from the OCTE. Review documents must be kept on file at the local, CEPD, and/or regional level and summary reports must be submitted annually.
3. Annually develop, update, and prepare with the CEPD/region, a plan for providing secondary career and technical education in the district.
4. Provide leadership and direction for program evaluation and improvement.

## **Program Management**

1. Assure that appropriately certified or approved personnel, including support personnel, are employed in all positions requiring such qualifications.
2. Provide technical assistance to district administration and staff to meet state and federal guidelines and requirements for state-approved CTE programs.
3. Facilitate and/or coordinate the acquisition of appropriate instructional equipment, supplies, and materials for all state-approved CTE programs in the district.
4. Facilitate efforts to locate programs in facilities that are safe, accessible, and operated with equipment that meets local, state, and federal guidelines.
5. Prepare and oversee the district's budget for CTE programs.
6. Be accountable for data collection and submission of all state and federal required reports within the timelines prescribed.
7. Be accountable, along with other district administrators, for CTE records maintenance and accuracy.
8. Be responsible for the district's annual follow-up survey and assist in meeting the state's goals of obtaining a 100 percent response rate from program completers.
9. Assist with postsecondary and job placement services for CTE students.
10. Provide leadership and technical assistance to staff regarding use of materials, services, and programs that achieve gender equity, help eliminate gender bias, discrimination, and stereotyping, and promote nontraditional enrollments and completion.
11. Promote and actively encourage involvement in CTE student organizations.
12. Insure that CTE curriculum is consistent with state program standards and representative of labor market needs.
13. Provide leadership and technical assistance to assure access to CTE programs for special populations students.
14. Provide leadership in assuring that CTE advisory committees are established and utilized in planning, reviewing, and promoting each CTE program offered.
15. Provide leadership in comprehensive guidance and counseling services for CTE students.

## **Professional Development**

1. Be responsible for promoting and/or providing CTE inservice activities for personnel in the district.
2. Participate in state-sponsored inservices, meetings, and conferences to remain current in the OCTE policy, procedures, and requirements.

## **Collaboration and Coordination**

1. Participate in CEPD/regional-level planning and coordination meetings and activities to maximize cooperation among and between agencies offering CTE and/or employment and training programs.
2. Encourage program coordination and curriculum articulation with postsecondary agencies.
3. Participate in efforts to bring about closer business/industry/labor/education/government cooperation and work with community economic development activities.



4. Participate in marketing CTE activities with other agencies in the CEPD.
5. Encourage program coordination and articulation between local educational agencies, area CTE programs, and postsecondary partners.
6. Develop and initiate activities necessary to bring about closer cooperation with CTE and academic partners.

### **Program Marketing**

Plan and lead marketing activities within the CEPD/region and districts to create increased understanding and awareness in the area of CTE programs, needs, and successes.

### **Qualifications for Administrator Certification in Michigan**

MCL 380.1246 mandates that a school district, public school academy (PSA) or intermediate school district (ISD) shall not continue to employ a person as a superintendent, principal, assistant principal, or other person whose primary responsibility is administering instructional programs unless the person meets one or more of the following requirements:

- a. If employed as a school administrator before January 4, 2010, and the person has completed the continuing education requirements, he or she is not required to hold administrator certification.
- b. If employed as a school administrator after January 4, 2010, the person must hold a valid school administrator certificate or be enrolled in a program leading to certification as a school administrator not later than six months after he or she begins the employment. The person then has three years to complete certification requirements or the school district, PSA, or ISD shall not continue to employ the person as a school administrator.

For more information, contact the Office of Professional Preparation Services, at (517) 373-3310.

### **Qualifications to Apply as a New Local or CEPD CTE Administrator for Reimbursement**

Approval of a full-time administrator of career and technical education is dependent upon meeting the requirements established by the Office of Career and Technical Education. In addition, the district must be operating a minimum of three wage-earning programs. Half-time administrator positions may be considered under unusual or exceptional circumstances.

The following credentials for new CTE administrator approval must be submitted with the reimbursement application:

#### **1. Education Credentials**

- a. Secondary CTE administrators shall be graduates of an approved and accredited college or university with at least a master's degree, and
- b. Shall have completed preparation in the administration, supervision, and organization of educational programs.

A copy of the transcript of all course work must be submitted. This need not be an official transcript. Student copies are acceptable.

#### **2. Experience Credentials**

- a. Secondary CTE administrators shall have had a minimum of three years of experience in administering and/or teaching in CTE programs. The following documents must be provided:
  - A current resume or curriculum vitae
  - A copy of the teaching certificate and/or vocational authorization (required)
  - A copy of Administrator Certification or evidence of prior employment as an administrator

## **Reimbursement Procedures**

Applications for full-time CEPD or CTE administrator reimbursements are approved annually. Form CTE-4003 may be obtained upon request, by writing to the Office of Career and Technical Education, Post Office Box 30712, Lansing, MI 48909.

## **Reimbursement Eligibility**

Only school districts with administrators who meet the requirements established by the OCTE will be eligible to receive funds under Section 61a(2) of the State School Aid Act.

Approved CEPD administrators and local CTE directors will be funded based upon a flat rate reimbursement for. Reimbursement is limited to a maximum of \$18,000 per administrator. Administrator reimbursement is based on the percentage of time devoted to functions as a CTE administrator, as long as the person is employed at least 50 percent in CTE.

## **Eligible Agencies Reporting CTE Administrative Costs**

Only school districts which receive administrator reimbursement funds will be eligible to report these administrator expenditures on the Career and Technical Education Fund Expenditure Report (CTE-4033). The intent of state funding for administrators is to help offset the cost of approved CTE administrators' salaries.

CEPD administrators receive first priority for reimbursement of Section 61a(2) funds. The funds will be distributed to CEPD administrators up to \$18,000 (or agreed upon) cap. The remaining funds will then be equally divided among local CTE directors.

The amount of state aid reimbursement received by local CTE directors is dependent upon the number of approved administrators, as well as the amount of funds remaining once CEPD administrators have been reimbursed.

# Section B



## Perkins Federal Programs

Introduction

Perkins Secondary Grants

Tech Prep Grants

# Perkins Federal Programs

## Introduction

The Office of Career and Technical Education (OCTE) has responsibility for major career and technical education programs of study that affect high school through postsecondary learners. OCTE has primary responsibility to administer the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The purpose of the Act is to more fully develop the academic and career and technical skills of students who elect to enroll in career and technical education programs. For the majority of students, a postsecondary experience with specific focus on workforce preparation will be necessary for gaining economic independence. The goal of career and technical education is to ensure that students have the academic foundations as well as the specific technical skills, to enter and succeed in their postsecondary program.

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) provides opportunities for students in grades 9-16 to pursue specific career and technical education programs of their choice.

State-approved secondary CTE programs provide academic and technical skill development, knowledge of all aspects of the industry, and the opportunity for work based learning. These secondary career and technical education programs lead directly to Perkins Programs of Study (POS) at the postsecondary level.

In Michigan, we have historically distributed Carl D. Perkins federal dollars on a regional basis. Our current regional structure consists of 25 regions consistent with the workforce development board/education advisory groups (WDB/EAG) structure. All 25 regions are currently eligible to participate because they meet the definition of “sufficient size, scope, and quality.” The state has defined participating agencies within this regional structure for purposes of funding for secondary CTE Perkins. The Career Education Planning District (CEPD) structure, initially established for the purpose of State School Aid Act Section 61a(1) (Added Cost) distribution, also supports the structure of regional planning for Perkins. The vital role of CEPD/regional CTE administrators and local CTE directors fosters coordination and cooperation among educational agencies to share students and resources and is an essential ingredient to the continued existence of CTE.

Perkins POS provide a seamless transition from high school to postsecondary education. Through aligned programs and articulated coursework, partnering institutions collaborate to develop 2+2 or 2+2+2 programs of study. Through articulation and postsecondary credit agreements, POS seek to reduce remediation and duplication of coursework, ensure smooth transfer to post high school education and provide opportunities for advanced coursework and skill development. Other postsecondary education connections are supported and encouraged such as dual enrollment, direct credit, and early/middle college options.

## Regional Leadership Team

Although Tech Prep funding is no longer available (beginning 2011-2012), Tech Prep legislation is still in place. With that in mind, OCTE seeks to continue a systems approach to planning through the alignment of secondary and postsecondary POS. To foster the same aligned system of educational efforts among local partners, each region must develop a regional leadership team to facilitate coordinated grant planning and implement strategies to reach the desired goals within the entire region.

The goal of the regional leadership team is to develop, design, and participate in the implementation and evaluation of the career and technical education programs of study for their region. It is essential to have the team assist in gathering and analyzing information that will need to be considered and to recognize the uniqueness of the region during the process. Communication with all of the stakeholders is the main goal of a leadership team and must be in conjunction with CEPD CTE administrators and postsecondary partners.

The Education Advisory Group (EAG) must review the secondary Perkins grant application and long range plan on an annual basis. The EAG has the responsibility to advise the Workforce Development Board (WDB) on education-related issues. This assures that priorities of the EAG and the local educational agencies are being met.

It is highly recommended that the region designate and support a leadership team coordinator (Regional Perkins Federal Grant Coordinator) to provide technical assistance to the local districts and supervise/coordinate the assembly and submission of the long range planning documents, annual applications, and end-of-year reports.

For more information on the role of the Regional Perkins Grant Coordinator, please access the following: [http://www.michigan.gov/documents/mde/1\\_Role\\_of\\_Perkins\\_Federal\\_Grant\\_Coordinator\\_352288\\_7.doc](http://www.michigan.gov/documents/mde/1_Role_of_Perkins_Federal_Grant_Coordinator_352288_7.doc)

Long-range plans for Perkins IV (2008-2013) required regions to designate regional leadership membership including the following: academic educators, CTE teachers, business and industry representatives, guidance and counseling staff, Workforce Development Board/Education Advisory Group representatives, eligible secondary/postsecondary partners, and CTE CEPD administrators.

These long-range plans also describe leadership team roles, structure and frequency of meetings, how input is received, how non-public schools participate, and how state-approved CTE programs are represented.

The regional leadership team should:

- Determine the configuration of the educational structure within the region if it is a large and complex territory
- Determine fiscal agent and fiscal agency responsibility
- Organize and utilize an effective communication/leadership/planning strategy for the region
- Determine the leadership structure for implementing and facilitating activities included in the regional plan
- Organize an effective monitoring/accountability process and structure for the region
- Communicate with the EAG regarding grant planning so that the educational goals in the region are met

Characteristics of an effective leadership team:

- Provide for continuity over time
- Persons assigned and time allotted are commensurate with the task assigned
- Strategies assure inter-relatedness of all initiatives
- The structure represents/reflects the entire region
- All key members meet at least quarterly to assure input and communication between the team members

### **Perkins Secondary Grants**

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) provides federal funding to support and improve career and technical education programs, consistent with state and regional high skill, high wage, and high demand occupations. The Act focuses on strengthening academics and career and technical education skills through high standards and curriculum integration. It also broadens professional development and technical assistance opportunities for career and technical education personnel and supports linking secondary and postsecondary career and technical education programs of study.

Although there is some flexibility for the use of funds at the regional level, there is a focus on accountability for all CTE students, including measures for all of the categories of special populations. The legislation requires that state-approved CTE programs provide services for special populations students.

## Application for Funds

OCTE awards formula grants to regional fiscal agents. Eligible recipients of funding are public educational agencies that provide state-approved career and technical education programs and services.

Eligible recipients develop and submit long-range regional plans to align with the purpose and intent of the Perkins legislation. The Perkins IV long-range plans were developed in 2008 for 2008-2013. Long-range plans address long-term goals and objectives for career and technical education in the region. Local plan requirements are identified in Perkins IV legislation.

Each region must submit an annual application for Perkins funds. The application is submitted in the Spring of each year for approval. The annual plan must identify the projects that will be completed during the next fiscal year to reach the region's long-term goals and objectives. The long-range plan will be reviewed annually for any necessary changes. Success of programs and projects will be measured by how well students in the region achieve the Perkins Core Performance Indicators.

## Criteria for Funding

Please refer to Section G, page 5, for detailed information.

## Tech Prep Grants

Beginning with 2011-12, Tech Prep federal funds were eliminated. Michigan will continue to support and promote Tech Prep and combine requirements with the CTE Perkins application to ensure that activities relating to the postsecondary Programs of Study (POS) remain in place.

The Tech Prep program requires a community-wide partnership (consortium) between school districts, intermediate school districts, community colleges, and local business and labor to prepare youth and adults for entry into technical and career fields. Tech Prep POS must lead to an apprenticeship, certificate, associate, or bachelor degree in a specific career field.

Each consortium develops and formally identifies an aligned POS (2+2+2) that is non-duplicative and articulates from secondary to postsecondary institutions. The POS builds student competence and workplace skills through contextual academics and integrated instruction in a coherent sequence of courses. The Tech Prep program of study is consistent with the Michigan High School graduation requirements and curriculum content expectations.

# Section C

---

CTE Funding Through  
the State School Aid Act  
Section 61a(1) (Added Cost)

## **Career and Technical Education Funding Through the State School Aid Act – Section 61a(1) (Added Cost)**

The state Legislature has appropriated categorical funds through the State School Aid Act (Section 61a(1)) for support of secondary career and technical education programs. The Michigan Department of Education administers these funds, commonly referred to as “Added Cost,” through the Office of Career and Technical Education (OCTE). The State Board of Education has approved the allocation and distribution policies. A career and technical education (CTE) program must meet certain state standards to be eligible for Section 61a(1) funding.

The purpose of these funds is to provide partial reimbursement to school districts and area centers for the extra costs associated with the operation of CTE programs (above the cost of non-vocational programs). Most state-approved career and technical education (CTE) programs cost more to operate than non-vocational programs due to such factors as:

- Smaller classes
- Specialized equipment
- Supplies
- Specialized supportive services
- High quality instructors with specialized certifications

### **Determining Section 61a(1) Reimbursement Rate**

The Section 61a(1) reimbursement rate for each CTE program is the difference between the median cost per student hour of the CTE program and the median cost per student hour of the school foundation allowance. To determine the Section 61a(1) reimbursement rate for each CTE program, non-vocational program costs must be subtracted from the CTE programs’ costs.

The following data sources are used in this determination:

- The Foundation Allowance Membership data is obtained annually from the Michigan Department of Education State Aid Office and used to determine the non-vocational costs for each program
- The most recent three years of state-approved CTE program expenditure data are used to calculate the state median expenditure for each CTE program. CTE program expenditures (program costs) are submitted annually by each fiscal agency that received Section 61a(1) funds, via the 4033, CTE Expenditure Report

### **Determining a CTE Student Hour**

The basis for Section 61a(1) reimbursement is the student hour. The definition of a student hour is: one student, enrolled one hour (60 minutes) per day, five days per week, for 36 weeks.

The following three items are submitted to OCTE once a year on the 4483D form. These data are used to calculate student hours for the distribution of Section 61a(1) reimbursement funds.

- Number of Students Enrolled
- Minutes per Week the Class (course section) Meets
- Number of Weeks the Class (course section) Meets

### **Priority Funding**

The Section 61a(1) funding priority for CTE programs provides two possibilities for program funding, State Rank List funding (60% of funds available) and CEPD Option funding (40% of funds available):



- Sixty percent (60%) of Section 61a(1) funding is allocated to local districts based upon the State Rank List. The State Rank List provides a priority ranking of CTE programs based on: high employment demand (job openings), placement, and wages. Using consistent matching of labor market statistics and education data, state-approved CTE wage-earning programs are ranked in each of these three areas. The results are then compiled into the State Rank List. This list is updated every four years.
- Forty percent (40%) of Section 61a(1) funding is proportionately divided among the 53 Career Education Planning Districts (CEPDs). Each CEPD determines how they will spend their funds and submits this information to OCTE via the CEPD Option Form (X0112).
- The proportionate distribution among CEPDs is determined using two calculations: the individual CEPD percent of the state's total full-funding amount and the CEPD percent of Michigan's 9-12 grade student enrollment.

### Expenditure Guidelines

All fiscal agencies that receive Section 61a(1) reimbursement funds are required to annually submit program expenditure information via the 4033 CTE Expenditure Report.

Specific guidelines for spending Section 61a(1) dollars include:

- All Section 61a(1) funds received by fiscal agencies must be spent in state-approved CTE programs
- A minimum of 90% of Section 61a(1) funds received by fiscal agencies must be spent in program improvement categories
- School districts must provide (from local funding sources) no less than 25% of state aid funds received

For more information, visit: [http://www.michigan.gov/mde/0,4615,7-140-6530\\_2629\\_53972---,00.html](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53972---,00.html).

# Section D



## State-Approved Career and Technical Education (CTE) Programs

### Overview

#### Career Clusters:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, AV Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

#### Family and Consumer Science

# Overview of State-Approved Career and Technical Education (CTE) Programs

## Description of State-Approved Career and Technical Education Programs

The Michigan Department of Education (MDE), Office of Career and Technical Education (OCTE), provides technical assistance and support for the improvement of existing state-approved career and technical education (CTE) programs and the development of new CTE programs for secondary students attending career centers, intermediate school districts, and local school districts in Michigan. A current listing of the CTE programs eligible to receive funding is contained on the OCTE website.

Students enrolled in state-approved secondary CTE programs have the opportunity to acquire skills that prepare them for successful career entry, advancement, and/or continuing education. CTE program choices should relate to the career goals identified in the students educational development plan (EDP). These skills should be transferable, as well as career specific and basic to students' education, providing them with the foundation for lifelong learning.

The primary objectives for secondary career and technical education programs are:

- To provide students the skills needed for employment now (wage earning), and broad transferable academic, employability and career skills, allowing students further employment/education flexibility
- To acquire an awareness of the structure and future trends within high skill, high wage and high demand industries, to increase student options for occupational choice in the pursuit of a career, and provide the requisite knowledge and skills for continued advanced education and training
- To provide both school and work-based learning experiences in order to bridge the gap between education and the world of work

The OCTE has aligned current state-approved career and technical education programs into sixteen (16) national career clusters, as follows:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology and Communications
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Services
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

These 16 career clusters provide a useful framework to aid both students and educators in making those meaningful connections to the current and emerging world of work leading to students being successful in a career of choice and lifelong learning. All state-approved CTE programs have been aligned to these 16 federal career clusters.

## Definition of CTE Programs

To be approved and eligible for funding by the state of Michigan, a state-approved career and technical education program must be a program that prepares students to earn a wage (with the exception of 19.0000 Family and Consumer Sciences). A federal U. S. Department of Education Classification of Instruction Program (CIP) code number and descriptor identify all CTE programs. Career and technical education programs include classroom and laboratory experiences and work-based instruction. Instruction must be competency-based and be aligned with state level CTE program standards, as defined by the OCTE on the following site: <http://navigator.mccte-fsu.org/>.

Family and Consumer Science (FCS) is a non-wage earning CTE program but, by local option, Parenthood State School Aid Section 61a(1) funding is available. FCS/CTE (CIP code 19.0000) programs should include classroom and laboratory experiences. Instruction must be competency-based with either state or national curriculum or locally developed curriculum based on Michigan Life Management Education Content Standards and Benchmarks (approved by the Michigan State Board of Education) and the FCS National Standards.

For information on developing new CTE programs, please refer to Section E of the *Administrative Guide*, Guidelines and Resources for Planning New Secondary Career and Technical Education Programs.

## CTE Instructional Program (CIP) Self Review Program Criteria

A "Career and Technical Education State-Approved CTE Instructional Program (CIP) Self Review 2008-2013" must be completed for all state-approved CTE programs with **any** student enrollment within a continuous three-year period over a five-year cycle. This excludes less-than-class-size (LTCS) programs, new and emerging programs, and capstone work-based learning programs. A regional CTE Instructional Program (CIP) Self Review Summary Report must be submitted to the OCTE by **June 30** of each year relaying key information for the selected 20% of state-approved CTE programs that have completed the CTE Instructional Program (CIP) Self Review.

A description of each area of the CIP Self Review Criteria (C01-C16) may be found in Section E of the *Administrative Guide*. Please note that Family and Consumer Science programs have specific notations beneath each criteria.

## CTE Curriculum Integration

Career and technical education, integrated course sequences, and project based learning are delivery models in which students may earn credit or partial credit by successfully demonstrating that they have met subject area content expectations. The assignment of credit must be based, in part, on student performance on an assessment that measures student achievement of expectations. These programs give students the opportunity to apply academic content in real-world situations to demonstrate proficiency. Students must complete all of the high school credit requirements at the same level of performance as required of all Michigan students. CTE students must also meet the technical standards and certification requirements of their chosen field of technical study.

"Guidelines for Awarding Credit in Career and Technical Education" may be found at the following site: [http://www.michigan.gov/documents/mde/Guidelines\\_for\\_Awarding\\_Credit\\_in\\_CTE\\_311701\\_7.pdf](http://www.michigan.gov/documents/mde/Guidelines_for_Awarding_Credit_in_CTE_311701_7.pdf).

## Program Completer

The Perkins IV definitions are as follows:

**Concentrators** are identified after they complete at least seven segments with a grade of 2.0 or better. Concentrators will complete the assessment.

**Completer** – completes 12 segments with a 2.0 or better and the technical skill assessment, if applicable.

## Career Clusters

The States' Career Clusters Initiative was designed and developed under a cooperative agreement with the Office of Vocational and Adult Education, U. S. Department of Education. The initiative is now managed by the National Association of State Directors of Career and Technical Education Consortium.

A career cluster is a grouping of occupations and broad industries based on commonalities. The 16 career clusters provide an organizing tool for schools. The cluster foundations represent the knowledge and skills, both academic and technical, that all students within the cluster should achieve regardless of the career specialty chosen. The cluster pathways in the 16 clusters represent the knowledge and skills necessary to pursue a full range of career opportunities, ranging from entry level to management, including technical and professional career specialties. The career specialties represent the full range of career opportunities within each cluster pathway.

There is no educational level to the clusters. Acceptance of these among secondary/postsecondary institutions can easily aid the seamless transition from secondary to postsecondary. All cluster foundations support basic Michigan Merit Content Expectations for high school students.

The clusters are the first national approach to a set of standards in CTE with continuity between and among occupations. All 16 clusters are in the same format, using knowledge and skill statements, performance elements, and sample indicators, thus assuring some standardization in requirement among clusters. Each cluster is divided into multiple cluster pathways (sections) to provide students a clear focus in specialized occupational areas.

Michigan utilizes all 16 national career clusters. There are many benefits to Michigan students through the use of the national clusters framework. Some of these benefits are outlined below:

- Clusters were produced by nationally represented advisory committees using all of the state and national standards that already existed. These committees were composed of experts and leaders in their fields nationally
- Clusters have all been cross-walked with O'Net , SOC, EOC, and federal CIP codes
- Once developed, they were validated electronically nationwide, and are revalidated approximately every three years
- Solid postsecondary, secondary, and business and industry representation assured all parties had input in development of the program of study
- Career clusters are being embraced all over the country in state-to-state standards alignment
- Clusters are the first national approach to a teachable set of standards with continuity
- Each of the 16 clusters has the same 10 essential and foundation standards topics, thus assuring some standardization in requirements among clusters.
- Portability of credentials within the state and state-to-state are now possible in CTE programs
- All of the states and territories have contributed funds to the National Association of State Directors of Career and Technical Education Consortium for continuation of the cluster concept
- Several clusters are currently forming an assessment tool that may offer a national credential to students
- All OCTE Consultants are using the National Clusters to approve new programs

Beginning in 2005, all personnel in state approved CTE programs must review and document alignment of their local curriculum to the appropriate career cluster as of September of 2005 (refer to the Michigan CTE Instructional Program (CIP)/career cluster document).

### Agriculture, Food and Natural Resources Career Cluster

#### Overview

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products and resources.

## **01.0000 Agriculture, Agriculture Operations and Related Sciences**

A program that focuses on the general principles and practice of agricultural research and production to prepare individuals to apply this knowledge to the solution of practical agricultural problems. This program includes instruction in basic animal, plant, and soil science, animal husbandry and plant cultivation, soil conservation, natural resources, and agricultural operations such as farming, ranching, and agricultural business.

### **01.0101 Agriculture Business and Management**

A program that focuses on modern business and economic principles involved in the organization, operation, and management of agricultural enterprises. Agricultural business is the coordination of all activities that contribute to the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources. This program will also focus on an understanding of agribusiness management, students setting up an agribusiness of their own, and the risks that are involved. This knowledge will also extend to employee relationships, marketing, sales, trade, and advertising. The program will conclude with discussions of policy, law, taxes, and international agriculture.

### **01.0600 Applied Horticulture and Horticulture Operations**

A program focusing on the general production and processing of domesticated plants, shrubs, flowers, foliage, trees, ground covers, and related plant materials, the management of technical and business operations connected with horticultural services, and the basic scientific principles needed to understand plants and their management and care.

### **01.0903 Animal Health and Veterinary Science**

A program that focuses on the application of biological and chemical principles to the study, prevention, and control of diseases in agricultural and companion animal populations. Includes instruction in environmental science, pharmacology, animal population studies, genetics, animal physiology and diet, disease prevention, treatment methodologies, and laboratory and testing procedures.

## **03.0000 Natural Resources and Conservation**

A program that focuses on the studies and activities relating to the natural environment and its conservation, use, and improvement. It includes instruction in subjects such as climate, air, soil, water, land, fish and wildlife, and plant resources, basic principles of environmental science and natural resources management, and the recreational and economic uses of renewable and nonrenewable natural resources.

### **26.1201 Biotechnology**

This laboratory-based program prepares students for work in the science, technology, and business of the biotechnology industry related to plants, animals, and renewable fuels. Instruction includes an overview of the biotechnology industry, standard laboratory practices, and organisms used in research, DNA and protein manipulation, assays, genetic engineering, product development and marketing, and industrial applications of the field of biotechnology.

## **Architecture and Construction Career Cluster**

### **Overview**

Careers in designing, planning, managing, building, and maintaining the build environment.

### **46.0000 Construction Trades, General**

This program generally prepares individuals to apply technical knowledge and skills in the building, inspecting, and maintaining of structures and related properties. The program may include instruction in masonry, carpentry, electrical and power transmission installation, building/construction finishing,

management, inspection, layout, cutting, fabrication, erecting, installation, and repairing wooden structures and fixtures. It may also include instruction in using hand and power tools, technical mathematics, framing construction materials and selection, job estimating, blueprint reading, foundations and roughing-in, finish carpentry techniques, and applicable codes and standards.

#### **46.0301 Electrical and Power Transmission Installation/Installer, General**

This program generally prepares individuals to apply technical knowledge and skills to install indoor and outdoor residential, commercial, and industrial electrical systems, and associated power transmission lines. Includes instruction in electricity, safety procedures, wiring, insulation and grounding, schematic blueprint interpretation, equipment operation and maintenance, as well as installing, operating, maintaining, and repairing electric apparatus and systems such as residential, commercial, and industrial electric-power wiring, and DC and AC motors, controls, and electrical distribution panels, principles of electronics and electrical systems, household appliances job estimation, electrical testing and inspection, and applicable codes and standards.

#### **19.0605 Home Furnishings and Equipment Installers**

This program prepares individuals to assist in home furnishings and decorations. Instruction includes selecting, purchasing, and designing home furnishings, decorations, and equipment, floral design, accessory construction, textiles, and upholstery.

#### **47.0201 Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician**

A program that prepares individuals to apply technical knowledge and skills to repair, install, service, and maintain the operating condition of heating, air conditioning, and refrigeration systems. Includes instruction in diagnostic techniques, the use of testing equipment and the principles of mechanics, electricity, and electronics as they relate to the repair of heating, air conditioning, and refrigeration systems.

#### **15.1301 Drafting and Design Technology/Architectural Technician, General**

This program prepares individuals to generally apply technical skills to create working drawings and computer simulations for a variety of applications. Instruction includes specification interpretation, dimensioning techniques, drafting calculations, material estimation, technical communications, computer applications, and interpersonal communications. It also covers instruction in technical skills and advanced computer software and hardware to the creation of graphic representations and simulations in support of engineering projects, engineering graphics, two-dimensional and three dimensional engineering design, solids modeling, engineering animation, computer-aided drafting (CAD), computer-aided design (CADD), and auto-CAD techniques, and manufacturing design projects.

#### **46.0503 Plumbing Technology/Plumber**

A program that prepares individuals to practice as licensed plumbers by applying technical knowledge and skills to lay out, assemble, install, and maintain piping fixtures and systems for steam, natural gas, oil, hot water, heating, cooling, drainage, lubricating, sprinkling, and industrial processing systems in home and business environments. Instruction includes source determination, water distribution, waste removal, pressure adjustment, basic physics, technical mathematics, blueprint reading, pipe installation, pumps, welding and soldering, plumbing inspection, and applicable codes and standards.

### **Arts, A/V Technology and Communications Career Cluster**

#### **Overview**

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.



### **19.0906 Fashion and Fabric Consultant (Fashion Design)**

A program that prepares individuals to assist in apparel and fashion selection, style coordination, customer sales and consulting, fabric selection, clothing specifications, and contract buying activities. Instruction includes supplying regular clothing needs or acting as a consultant for special events such as weddings.

### **10.0301 Graphics and Printing Technology and Communication**

This program generally prepares individuals to apply technical knowledge and skills in the manufacturing and distribution or transmission of graphic communications products. Includes instruction in the pre-press, press, and post-press phases of production operations and processes such as offset lithography, flexography, gravure, letterpress, screen printing, foil stamping, digital imaging, and other reproduction methods.

### **10.0202 Radio and Television Broadcasting Technology/Technician**

A program that prepares individuals to apply technical knowledge and skills to the production of radio and television programs, and related operations, under the supervision of broadcast and studio managers, directors, editors, and producers. Includes instruction in sound, lighting, and camera operation and maintenance, power and feed control, studio operations, production preparation, broadcast engineering, related computer applications, and specialized applications such as news, entertainment, live talk, sports, commercials, and taping.

### **50.0101 Visual and Performing Arts, General**

A general, undifferentiated program that focuses on the visual and performing arts and that may prepare individuals in any of the visual artistic media or performing disciplines.

## **Business Management and Administration Career Cluster**

### **Overview**

Careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

### **52.0299 Business Administration Management and Operations**

This program prepares individuals to plan, manage, supervise, and market business operations, products, and services. Includes instruction in business administration, information management, human resource management, business law, ethics, business communications utilizing application software, preparing and delivering presentations, planning and organizing projects, decision making in a business environment, and career planning.

## **Education and Training Career Cluster**

### **Overview**

Planning, managing, and providing education and training services and related learning support services such as administration, teaching/training, administrative support, and professional support services.

### **13.0000 Education**

This program area introduces students to employment possibilities in the field of education/training. The program prepares individuals to begin their formal preparation for careers in teaching/training, administration of teaching/training programs, and/or support services for education/training programs.



## Finance Career Cluster

### Overview

Careers in planning, services for financial and investment planning, banking, insurance, and business financial management.

### **52.0800 Finance and Financial Management and Operations**

This program prepares individuals to plan for and evaluate a businesses' operations, financial and investing decisions, and how accounting systems gather and communicate financial information to internal and external decision makers. Topics include: an introduction to accounting, the accounting cycles, accounting information systems, financial analysis, business law, entrepreneurship, and career planning.

## Government and Public Administration Career Cluster

### Overview

Executing governmental functions to include governance, national security, foreign service, planning, revenue and taxation, regulation, and management and administration at the local, state, and federal levels.

### **28.0301 Army JROTC/ROTC**

A program that introduces students to the theory and practice of military science, life in the U.S. Army, and prepares them for cadet status (Junior ROTC or JROTC) or for service as commissioned reserve or active duty officers (senior AROTC or ROTC). Programs are offered as adjuncts to regular high school or college instructional programs.

## Health Science Career Cluster

### Overview

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

### **51.0000 Therapeutic Services**

Careers in the therapeutic services pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients. They may provide care, treatment, counseling, and health education information.

### **51.0707 Informatics**

A program that prepares individuals, under the supervision of health information administrators and other professionals, to construct medical records and clinical databases, perform manipulations on retrieved data, control the security and quality of records, and supervise data entry and technical maintenance personnel. Includes instruction in clinical and biomedical science data and information requirements, database management, data coding and validation, information security, quality control, health information content and structure, medical business procedures, and legal requirements.

### **51.1000 Diagnostic Services**

Careers in the diagnostic services pathway use tests and evaluations that aid in the detection, diagnosis, and treatment of diseases, injuries, or other physical conditions. It is a program that prepares individuals to practice medicine using equipment and medical materials, including diagnoses and treatment therapies, under the supervision of a physician.

## **26.102 Biotechnology Research and Development**

Careers in the biotechnology pathway involve bioscience research and development as it applies to human health. These scientists may study diseases to discover new treatments or invent medical devices used to directly assist patients or to improve the accuracy of diagnostic tests. The term forensic science, often used interchangeably with biotechnology, has a broad meaning encompassing many different disciplines as they apply to legal and medical issues. Biotechnology careers may involve genetic therapies, DNA study, and toxicology.

## **Hospitality and Tourism Career Cluster**

### **Overview**

Preparing individuals for employment in career pathways that relate to families and human needs such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement, and attractions.

### **12.9999 Personal and Culinary Services**

This program focuses on preparing individuals for management, marketing, and operations of restaurant and other food services, lodging, attractions, recreation events, and travel related services. Skills acquired in this program include: operational and management skills, event planning and organization, customer service, aspects of travel industry, food preparation, time management, communication, decision making, project management, and entrepreneurship.

## **Human Services Career Cluster**

### **Overview**

This diverse career cluster prepares individuals for employment in career pathways related to families and human needs.

### **12.0400 Cosmetology**

A program that generally prepares individuals to cut, trim, and style scalp, facial, and body hair, apply cosmetic preparations, perform manicures and pedicures, massage the head and extremities, and prepare for practice as licensed cosmetologists in specialized or full-service salons. It includes instruction in hair cutting and styling, manicures, pedicures, facial treatments, shampooing, chemical applications, esthetics, shop management, sanitation and safety, customer service, and applicable professional and labor laws and regulations.

## **Information Technology Career Cluster**

### **Overview**

Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

### **11.0201 Computer Programming/Programmer**

This program prepares individuals to apply the knowledge and skills of general computer programming to the solution of specific operational problems and customization requirements presented by individual software users and organizational users. This program includes training in: specific types of software, design development, implementation, identifying customer needs, programming tools and techniques, creating code, testing and validation, maintenance of computer systems and software, project management, and career planning.

## **11.0801 Digital/Multimedia and Information Resources Design**

This program prepares individuals to utilize programming software, graphics applications, and other authoring tools to design, edit, and publish (launching) documents, images, graphics, sound, and multimedia products on the internet. This includes instruction in: internet theory, web page standards and policies, elements of web page design, web programming and hosting, databases, email and personal information management, security, identify customer requirements, create media product specifications, user interfaces, vector tools, special effects, interactive and multimedia components, search engines, navigation, morphing, e-commerce tools, emerging web technologies, project management, customer support, and career planning.

## **11.0901 Computer Systems Networking and Telecommunications**

This program focuses on the design, implementation, and management of linked systems of computers, peripherals, and associated software to maximize efficiency and productivity and prepares individuals to function as network specialists and managers at various levels. Includes instruction in: operating systems and applications, systems design and analysis, networking theory and solutions, types of networks, network management and control, network and flow optimization, security, configuration, troubleshooting, project management, identify customer needs and provide support, and career planning.

## **11.1001 Systems Administration/Administrator**

This program will prepare individuals to manage computer operations and control system configurations emanating from a specific site or network hub. Includes instruction in: computer hardware and software and applications, managing software systems, evaluating application software packages, internet programming basics, basic web programming, web hosting, systems analysis and design, system installation and maintenance, local area network (LAN) and wide area networking (WAN), principles of information systems security, disk space and traffic load monitoring, data backup, resource allocation, setup and takedown procedures, customer service, project management, and career planning.

## **Law, Public Safety, Corrections and Security Career Cluster**

### **Overview**

Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.

### **43.0100 Public Safety/ Protective Services**

Instructional programs that focus on the principles and procedures for providing police, fire, and other safety services and managing penal institutions.

## **Manufacturing Career Cluster**

### **Overview**

Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

### **47.0101 Electrical/Electronics Equipment Installation and Repair, General**

A program that generally prepares individuals to apply technical knowledge and skills to operate, maintain, and repair electrical and electronic equipment. Instruction includes electrical circuitry, simple gearing, linkages and lubrication of machines and appliances, and the use of testing equipment, microprocessor design, and maintaining electrical/electronics equipment used in industry and manufacturing.

#### **48.0501 Machine Tool Technology/Machinist**

A program that prepares individuals to apply technical knowledge and skills to plan, manufacture, assemble, test, and repair parts, mechanisms, machines, and structures in which materials are cast, formed, shaped, molded, heat treated, cut, twisted, pressed, fused, stamped, or worked.

#### **47.0616 Marine Maintenance/Fitter and Ship Repair Technology/Technician**

A program that prepares individuals to apply technical knowledge and skills to repair outboard and inboard engines, test, maintain, and repair steering devices and electrical systems, repair metal, wood, and fiberglass hulls and vessel components, fabricate and maintain sails, and repair and balance propellers and drive shafts.

#### **48.0508 Welding Technology/Welder (Welding, Brazing, and Soldering)**

This program prepares individuals to apply technical knowledge and skills to join or cut metal surfaces. Includes instruction in arc welding, resistance welding, brazing and soldering, cutting, high-energy beam welding and cutting, solid state welding, ferrous and non-ferrous materials, oxidation-reduction reactions, welding metallurgy, welding processes and heat treating, structural design, safety, and applicable codes and standards.

#### **48.0701 Woodworking, General**

A program that generally prepares individuals to apply technical knowledge and skills to lay out and shape stock, assemble wooden articles or subassemblies, mark, bind, saw, carve, and sand wooden products, repair wooden articles, and use a variety of hand and power tools.

### **Marketing Career Cluster**

#### **Overview**

Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communication, and market research.

#### **52.1999 Marketing, Sales and Services**

This program focuses on planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion. Various specialty areas are included. Skills acquired in this program include: customer service, management, problem solving, process/system thinking, project management, communication, decision making, and entrepreneurship.

### **Science, Technology, Engineering and Mathematics Career Cluster**

#### **Overview**

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services and research and development services.

#### **15.0000 Engineering Technology, General**

A program that generally prepares individuals to apply basic engineering principles and technical skills in support of engineers engaged in a wide variety of projects. Instruction includes various engineering support functions for research, production, and operations and applications to specific engineering specialties.

### **15.1306 Mechanical Drafting and Mechanical Drafting CAD/CADD**

A program that prepares individuals to apply technical knowledge and skills to develop working drawings and electronic simulations in support of mechanical and industrial engineers and related professionals. Instruction includes manufacturing materials and processes, mechanical drafting, electrode-mechanical drafting, basic metallurgy, geometric dimensioning and tolerancing, blueprint reading, and technical communication.

### **14.4201 Mechatronics, Robotics, and Automation Engineering**

A program that prepares individuals to apply mathematical and scientific principles to the design, development, and operational evaluation of computer controlled electro-mechanical systems and products with embedded electronics, sensors, and actuators, and which includes, but is not limited to, automated robots and automation systems. Instruction includes mechanical engineering, electronic and electrical engineering, computer and software engineering, and control engineering.

## **Transportation, Distribution and Logistics Career Cluster**

### **Overview**

Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

### **49.0101 Aeronautics/Aviation/Aerospace Science and Technology, General**

A program that focuses on the general study of aviation and the aviation industry, including in-flight and ground support operations. Includes instruction in the technical, business, and general aspects of air transportation systems.

### **47.0608 Aircraft Powerplant Technology/Technician**

A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of aircraft powerplant and related systems.

### **47.0607 Airframe Mechanics and Aircraft Maintenance Technology/Technician**

This program prepares individuals to apply technical knowledge and skills to repair, service, and maintain all aircraft components other than engines, propellers, avionics, and instruments. Instruction includes layout and fabrication of sheet metal, fabric, wood, and other materials into structural members, parts, and fittings, and replacement of damaged or worn parts such as control cables and hydraulic units.

### **47.0603 Auto Body/Collision and Repair Technology/Technician**

A program that prepares individuals to apply technical knowledge and skills to repair, reconstruct, and finish automobile bodies, fenders, and external features. Instruction includes structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating.

### **47.0604 Automobile/Automotive Mechanics Technology/Technician**

This program prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Instruction includes brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air conditioning systems.

#### **47.0609 Avionics Maintenance Technology/Technician**

This program prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of aircraft operating, control, and electronic systems. Instruction includes flight instrumentation, aircraft communications and homing systems, radar and other sensory systems, navigation aids, and specialized systems for various types of civilian and military aircraft.

#### **47.0399 Heavy/Industrial Equipment Maintenance Technologies**

This program prepares individuals to apply technical knowledge and skills in the field of maintenance and repair of heavy equipment and in the general maintenance and overhaul of such equipment. It includes instruction in inspection, maintenance, and repair of tracks, wheels, brakes, operating controls, pneumatic and hydraulic systems, electrical circuitry, and engines and techniques of welding and brazing.

#### **47.0613 Medium/Heavy Vehicle and Truck Technology/Technician**

This program prepares individuals to apply technical knowledge and skills to the specialized maintenance and repair of trucks, buses, and other commercial and industrial vehicles. Instruction includes diesel engine mechanics, suspension and steering, brake systems, electrical and electronic systems, preventive maintenance inspections, drive trains, gasoline engine mechanics, HVAC systems, and auxiliary equipment installation and repair.

#### **47.0606 Small Engine Mechanics and Repair Technology/Technician**

A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain small internal combustion engines used on portable power equipment such as lawnmowers, chain saws, rotary tillers, and snowmobiles.

### **Family and Consumer Sciences**

Family and Consumer Sciences (FCS) (CIP code 19.0000) courses allow students the opportunity to develop knowledge and skills to become contributing members of society and function in multiple roles in day-to-day living and employment throughout their life. FCS education provides a foundation for achievement of life goals and assumption of future role responsibilities. If FCS Programs are prioritized at the local level, they could generate funds and may qualify for State School Aid Section 61a funding for Parenthood Education, if all requirements are met.

For additional information about FCS programs, visit: [http://www.michigan.gov/mde/0,4615,7-140-6530\\_2629\\_53968---,00.html](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968---,00.html).

# Section E



## Instructional Program Resources

Planning and Development of New Secondary  
Career and Technical Education Programs

CTE Instructional Program (CIP) Self Review and Related  
TRAC Process

Guidelines and Resources for Placing Students in  
Work-Based Learning

Teacher Certification

Facility/Equipment/Space Requirements

Advisory Committees

Career and Technical Student Organizations

## Planning and Development of New Secondary Career and Technical Education Programs

Planning and development of new CTE programs is a full year process, beginning in late summer with the required completion of a needs assessment by the applicant. When developing a new CTE program, several factors need to be addressed:

1. The rationale for developing the program should be formulated and agreed upon by those contemplating the establishment of the program. A discussion with CTE administrators in the region must be conducted to prevent duplication of programs and to increase collaboration. Depending upon fiscal agent prioritization and regional long range planning, although all CTE programs generate State School Aid Act 61a(1) (added cost) funds, although all CTE programs do not necessarily receive federal funding on an annual basis.
2. A needs assessment based on current labor market information for high skill, high wage, and high demand careers to support proposed CTE programs should be conducted.
3. Another consideration is whether local funding, if no additional state or federal dollars were received, would support the program.

In order to seek approval by MDE/OCTE to run a state-approved CTE program, applicants must follow the new program process as outlined in annual communications from OCTE to CTE administrators and also through information posted to the OCTE website. In general, applicants complete the new CTE program application process from November 1 through February 1. Applicants will submit pertinent information following the CIP Self-Review format via the CTEIS website through their CEPD CTE administrator. CEPD CTE administrators are advised annually when the application is available on the web. Resources and materials are also posted to the OCTE or CTEIS website to assist with this process. OCTE curriculum consultants are available to provide technical assistance.

The role of the CTE Career Education Planning District (CEPD) Administrator is key in providing coordination and technical assistance for the new career and technical education program planning process. The new program process requires the approval of the CTE CEPD Administrator in the on the new CTE program application.

### Needs Assessment/Data Research to Support Establishment of Program

New CTE program applicants must take into consideration the investment of time and money for the development of a new program. The first step in the process is to collect pertinent data from the region, state, and nation and subject it to critical review. Results must solidly support the decision to begin a new program. Resources continue to be level or declining across the state and nation. Local districts must collaborate to eliminate duplication, support successful regional programs, and meet local workforce needs.

Additionally, Perkins IV and state policy mandates support of high skill, high wage and high demand career and technical programs. Please review the state document entitled, *Perkins IV – High Skill, High Wage and High Demand Resources* under Perkins IV Resources on the OCTE website.

Below is information that applicants will want to gather as they review the need for a new CTE program.

### Needs Assessment for New Career and Technical Education Program

1. Based on a review of high skill, high wage, and high demand careers at the national, state, and regional level, please list the three highest priorities for CTE programs that exist within your CEPD. Please see OCTE document entitled, "High Skill, High Wage, and High Demand Resources" at [www.michigan.gov/octe](http://www.michigan.gov/octe), under federal and state funding, Perkins IV resources.



2. Are there business and industry partners in your community committed to:
- ☐ Yes   ☐ No   Be active participants on a program advisory committee?
  - ☐ Yes   ☐ No   Support training, scholarships, and student leadership opportunities?
  - ☐ Yes   ☐ No   Support work-based learning opportunities for program enrollers/completers?
  - ☐ Yes   ☐ No   Offer instructor opportunities for training/learning specific to the occupational program (i.e., externships)?
3. ☐ Yes   ☐ No   Are there state-approved occupational programs at postsecondary institutions located in your region that would be potential Tech Prep articulation agreement partners?
- 3a. ☐ Yes   ☐ No   Are there other related continuing education options such as training programs or apprenticeship available in the CEPD related to this CTE program?
4. ☐ Yes   ☐ No   Are there current job openings available related to this CTE Program in the state of Michigan?  
Source: <http://www.milmi.org/>   Source: [www.occsupplydemand.org](http://www.occsupplydemand.org)
5. What data/documentation exists that supports current job openings for this CTE program at the Regional or CEPD level?

## CTE Program Criteria (CTE Instructional Program (CIP) Self Review) and Related TRAC Process

Please be aware that there are different requirements for each individual CTE program that are described within each CTE program career cluster area. For example, all Automotive Technician state-approved CTE programs must be NATEF certified. While each CTE program has its own unique requirements, a CTE Instructional Program (CIP) Self Review document with specific criteria must be completed for each state-approved and any new CTE program. The CTE CIP Self Review can be found on the OCTE website at: [www.michigan.gov/octe](http://www.michigan.gov/octe).

A CTE CIP Self Review must be conducted for all state-approved CTE programs with **any** student enrollment within a continuous three-year period over a five-year cycle. A CTE CIP Self Review Summary Report must be submitted to OCTE by June 30 of each year for each of the 53 CEPDs in the state. The annual summary report relays key information for the selected 20% of state-approved CTE programs that have completed the CTE CIP Self Review. The current five-year reporting cycle began in 2008-09 and will conclude in the 2012-13 school year.

The OCTE has implemented a Technical Review, Assistance, and Compliance (TRAC) process for career and technical education programs, financial reports, enrollment reports, and grant initiatives. The TRAC process includes a review of the regional CTE Instructional Program (CIP) Self Review summary to assist in determining if a TRAC visit to the CTE program is warranted. The TRAC process also identifies how the improvement plans are being utilized to assure program quality.

### CIP Self-Review

Below is a description of each area of the CTE CIP Self Review Criteria (C01-C16). Please note that Family and Consumer Science (non wage-earning) programs have specific notations beneath each criteria:

**C01 – Program Staff/Teacher Certification** (see previous section for Family and Consumer Science (FCS) teacher certification requirements):

In order to maintain CTE state-approved program status and remain eligible for State School Aid Act, Section 61a(1) funding, the program's teacher(s) must possess one of the following current and valid credentials:

1. State secondary provisional certificate with a vocational endorsement(s).
2. State secondary or continuing or professional education certification with a vocational endorsement.
3. Interim occupational certificate (formerly known as temporary vocational authorization document).
4. Occupational education certificate.
5. Full vocational authorization document.

If the teacher holds none of these credentials, an evaluation of the teacher's credentials and work experience can be requested and if deemed appropriate, a one year vocational annual authorization may be issued **to the school district**.

All Annual Authorization for Vocational Education and Annual Authorization for Less-Than-Class-Size programs are processed by the Office of Professional Preparation Services (OPPS) via web based submission at: [www.michigan.gov/moecs](http://www.michigan.gov/moecs).

The processing of the application can only be done by authorized school personnel who have a MEIS account and must not be applied for by the instructor at the training site. In order to receive a MEIS account, go to: [www.mi.gov/meis](http://www.mi.gov/meis). The status of individual applications can be checked at the teacher personnel website at [www.michigan.gov/moecs](http://www.michigan.gov/moecs).

After the annual authorization is approved, an e-mail will be sent with a pay fee link for \$40 to the address in the applicant's profile. Please note that if these fees are not paid to the Office of Professional Preparation Service for approved programs, there can be a financial penalty imposed by OPPS and/or by Pupil Accounting. Any questions regarding this process should be directed to:

Debbie Ryan, Department Analyst  
Michigan Department of Education  
Office of Professional Preparation Services  
Post Office Box 30008  
Lansing, Michigan 48909  
Phone: (517) 335-0585  
Email: [ryand@michigan.gov](mailto:ryand@michigan.gov)

Community college faculty who teach in state-approved career and technical education programs are not required to have a teaching certificate for contracted secondary programs and, for these individuals only, the process of annual authorization will be limited to the collection of updated information on program personnel covered by the contract. This means that community college faculty who teach career and technical education programs do not have to go through the annual authorization process as long as they are employees of the college with which the secondary program is contracted.

Fiscal agencies which contract or whose districts contract with community colleges to provide career and technical education programs must send to the Department of Education, Office of Career and Technical Education, a letter stating the names of these personnel and the CTE programs they are instructing and an assurance that they are employees of the community college. It will be the community college's responsibility to keep personnel records for their employees.

## **C02 – Professional Development**

Each teacher must demonstrate professional development in the related occupational area within the last five (5) years.

## **C03 – Additional Program Staff/Teacher Certification** (Not applicable to FCS)

Paraprofessionals in CTE programs must have the ability to aid students in the learning process and the curriculum. Local agencies can determine the appropriate credentials for the program.

## **C04 – Paraprofessional Professional Development** (Not applicable to FCS)

Professional development for paraprofessionals must meet the same criteria as teacher PD (see C02).

## **C05 – Successful Completer Information** (Not applicable to FCS)

The Perkins IV definitions for concentrator and completer are as follows:

**Concentrators** are identified after they complete at least seven segments with a grade of 2.0 or better. Concentrators will complete the assessment.

**Completer** – completes 12 segments with a 2.0 or better and the technical skill assessment, if applicable.

## **C06 – Established Advisory Committee**

All program advisory committees must meet the following criteria:

- Membership roster reflects representatives from the program specific business, industry, and community agencies
- Membership majority from appropriate business and industry
- Committee chairperson from business and industry

- Committee provides input on planning, development, implementation, operation, promotion, evaluation, and maintenance of the program that results in continuous program improvement
- Meets a minimum of two times per school year
- Parent representative [optional]
- Student representative [optional]

In addition, for Family and Consumers Sciences only:

- One member also sits on the district Reproductive Health Advisory Committee

Further information regarding program advisory committees can be found later in this section.

### **C07 – Expenditure of Funds are within Allowable Categories**

Perkins federal funding and State School Aid Act 61a(1) (added cost) state funding may be used in the following categories:

- Professional Development
- Instructional Travel
- Purchase/Rental of **New** Program Equipment (not replacement) for Student Use
- Instructional Supplies
- Assessment and Evaluation
- Business and Industry Involvement, including Advisory Committee
- Curriculum Development/Alignment
- CTSO Approved Expenses

**Note:** Please note that these are specific requirements for the use of Perkins funds and specific requirements for the use of Section 61a(1) funds. These requirements can be found on the OCE website at: [www.michigan.gov/ocfe](http://www.michigan.gov/ocfe).

**Note:** Expenditures for Family and Consumer Sciences must be for Parenthood Education Only.

### **C08 – Facilities**

*Square Footage.* Minimal and optimal square footage guidelines by career cluster CTE program area can be found later in this section.

*Contracted Programs.* A “contracted program” is a secondary occupational preparation program that is provided within and by a private or public postsecondary institution, business, or industry under a written contractual agreement. Contracting with these entities is an alternative method of providing career and technical education not readily available or feasible in a regular school setting. Contractual arrangements may more economically provide occupational instruction equivalent to that offered in a public school or provide programs, equipment, and services not otherwise readily available. Contracts between school districts and the entity providing the CTE program must be up-to-date and current. It is the responsibility of the school district to assure that this is done and that a valid contract is available for review if requested by OCE. Pupil accounting requires that all state-approved contracted CTE programs have annually authorized (or vocationally certificated) instructors to meet state guidelines.

### **C09 – Classroom Safety** (Not applicable to FCS)

Each program has different safety requirements contained in the program resource guides. These resource guides can be found in the CTE curriculum program standards at: <http://navigator.mccte-fsu.org/>.

### **C10 – Implementation of Standards/Course Content**

Family and Consumer Science programs have specific requirements that are separately outlined on the CTE Instructional Program (CIP) Self Review document.

All state-approved career and technical education wage-earning programs are required to be aligned with a *Program of Study* reflecting secondary and postsecondary program requirements. This can be done by conducting a review of the program (gap analysis) to assure that the four main standard content areas are included: 1) Cluster Foundation Skills, 2) Cluster Pathway Skills, 3) Michigan Technical Skills, and 4) Michigan Career and Employability and Michigan High School Technology Skills.

Michigan has conducted statewide segmenting by grouping state level standards for each state-approved wage-earning CTE program. Segmenting is Michigan's way of identifying career and technical standards that have been taught to secondary students, and will assist in identifying student progress to meet the data requirements for Perkins IV.

### **Leadership Component**

All state-approved CTE programs must have a leadership component as part of the curriculum. OCTE continues to support and encourage the promotion of student career development and leadership organizations. Career and Technical Student Organizations (CTSOs) are an intra-curricular instructional technique for providing motivation and extended student learning experiences. Other opportunities for leadership within the CTE program include community service, student-led meetings with elected officers and competitive events with at least one other school or sets of students (am vs. pm).

Additional information on CTOSs may be found later in this section.

### **C11 – Program Characteristics (Not applicable to FCS)**

Information gained from this section is designed to aid administrators and educators in efforts to award academic credit from CTE programs. This information will not result in any findings as it is only meant to be a tool for district use.

### **C12 – Recommended Equipment**

Each program has different recommended equipment specific to the content in the program. Districts must provide equipment that simulates the work-site for careers related to the program. all equipment must be inventoried and replaced following district policy or safety upgrades.

### **C13 – Strategies to Eliminate Barriers to Program Access**

It is required that all facilities used for any state-approved career and technical education program meet Americans With Disabilities Act (ADA) standards and accessibility requirements. Compliance with all requirements of Civil Rights legislation is required by all state-approved career and technical education programs. The following federal and state laws apply to educational programs that receive federal funds: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975/Title II of 1990.

The OCTE is the state office responsible for administering a compliance program to prevent, identify, and remedy discrimination on the basis of race, color, national origin, gender, disability, or age by local educational agencies, career and technical education centers, or postsecondary institutions that receive federal financial assistance through a state of Michigan agency.

All agencies operating state-approved career and technical education programs are required to publish annual notice of opportunities in accordance with the federal guidelines. Admissions, applications, and program participation are governed by federal laws.

### **C14 – Work-Based Learning (Not applicable to FCS)**

Career and technical education work-based learning is a combination of school-based preparation and supervised worksite experiences designed in collaboration with business/industry to enable students to acquire attitudes, knowledge, and skills for career and other life roles in real work settings. These experiences relate directly to the approved career and technical education program and include paid

capstone/cooperative education experiences, as well as unpaid trainees in worksite settings. For more information regarding career and technical education work-based learning, visit the OCTE website at: [www.michigan.gov/octe](http://www.michigan.gov/octe), under “Instructional Programs” and “Work-Based Learning Guide.”

### **C15 – Data Accuracy Verification**

After approval is received for a CTE program, it is assigned a unique program serial number (PSN) and entered on the CTEIS. Student enrollment is entered on the CTEIS to generate State School Aid Act, Section 61a(1) (added cost) funding and must match the teacher’s enrollment report. Therefore, it is vital that strong communication be in place between the instructor of record and the CTEIS user. The program will remain approved unless the program does not have enrollment for three consecutive years or program-monitoring results indicate problems with established standards. In these cases, the program will be inactivated in the CTEIS and will need to be re-established through the new program approval process.

For information regarding State School Aid Act, Section 61a(1) (added cost) reimbursement, refer to the Administrative Guide, Section C.

The Perkins Core Performance Indicators are legislatively mandated and utilized as an evaluation tool to assess the quality and impact on students in all state-approved career and technical education programs in Michigan. Perkins CTE grant activities are designed to assist regions and districts meet state levels of performance on all indicators. If a region does not make adequate yearly progress toward the state performance level, the state may withhold some or all funds. CTE teachers should understand and have knowledge of Core Performance Indicator (CPI) data. This does not apply to Family Consumer Sciences.

### **C16 – Postsecondary-Secondary Alignment/Linkages** (Not applicable to FCS)

All state-approved CTE programs are required to have a program of study that demonstrates the linkage between secondary and postsecondary wage-earning programs. The program of study can be achieved through several options including:

1. **Tech Prep Articulated Programs.** State-approved CTE programs that provide students with a way to start a specific career field and potentially earn college credit or course waivers while in high school. These programs align with specific Tech Prep programs of study at the postsecondary level. A current, valid formal articulation agreement between the secondary and postsecondary institutions responsible for the programs of study must be in place. A state-approved CTE program must have an agreement with a state-approved postsecondary program to be considered a Tech Prep program and eligible to receive additional funding.
2. **Direct Credit.** Courses that provide students with the opportunity to take college level courses at high school and are generally taught by college faculty or high school teachers who are adjunct college faculty.
3. **Dual Enrollment.** High school students may participate in dual enrollment by attending at least one high school course and simultaneously attending a degree-granting postsecondary institution.

The CTE Instructional Program (CIP) Self Review Process for 2008-2013 may be viewed at: [http://www.michigan.gov/documents/mde/08-05-09\\_CIP\\_Self\\_Review\\_2008-2013\\_299058\\_7.pdf](http://www.michigan.gov/documents/mde/08-05-09_CIP_Self_Review_2008-2013_299058_7.pdf).

## Guidelines and Resources for Placing Students in Work-Based Learning Related to State-approved Career and Technical Education Programs

There are six major recognized types of work-based learning experiences for secondary students in Michigan, as well as an additional school-related component, regarding the employment of minors as follows: 1) student/visitor, 2) volunteer, 3) work-based learning (non-CTE programs (paid and unpaid student learner), 4) work-based learning state-approved CTE programs (paid and unpaid student learner), 5) in-district/in-school placement (unpaid student learner), and 6) minor employee with a work permit.

Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length. The learning experience may be paid or unpaid, serve general education students, career and technical education students, and special education students, and can be an in-school or out-of-school placement. Specific elements of each of the six major types of work experiences are contained in a Work-Based Learning Opportunities Chart contained at the following website: [www.michigan.gov/octe](http://www.michigan.gov/octe).

A state-approved career and technical education program is a secondary program that is approved by the Office of Career and Technical Education for the purpose of determining eligibility to receive added cost funding pursuant to State School Aid Act, Section 61a(1) (added cost). Work-based learning programs related to state-approved CTE programs provide students with a combination of school-based preparation and supervised work experiences designed to enable students to acquire skills and knowledge for career and other life roles in real work settings.

The goals of these CTE work-based learning programs are to teach employability and technical skills, develop a sense of personal responsibility, explore career options, gain job specific skills, foster work-oriented relationships with adults, and understand the relevance of and the application to academic learning. The purpose of work-based learning is to use real work as the primary source of learning. The educational experience is coordinated through the school district, with the assistance of an employer, under the supervision of a vocationally certificated teacher or coordinator employed by the school. The experience must correlate CTE program curriculum and skill training with carefully supervised on-the-job training and performance.

All wage-earning state-approved career and technical education programs must provide at least one related work-based learning opportunity for **each student** in the program as part of the criteria for continued state-approval. This requirement is contained in Section C-14 of the CTE Instructional Program (CIP) Self Review document for state-approved CTE programs. These opportunities can be through field trips, job shadowing, internships, non-CTE work-based learning or state-approved CTE work-based learning. When these opportunities result in a student being released from school for a portion of their school day (no more than half of their day), requirements contained in the Pupil Accounting Manual must be followed in order for the district to claim full membership for that student.

These work-based learning experiences must be coordinated by a school district through a training agreement and a training plan with an employer providing an educational experience related to school instruction that may be offered as part of the pupil's schedule.

There are four specific types of CTE work-based learning that can result in additional State School Aid Act, Section 61a(1) funding. The specific requirements for these programs are contained in the Pupil Accounting Manual and the Pupil Accounting Rules. These four types of state-approved career and technical education work-based learning are as follows:

### 1. Paid Work-Based Learning Experience (Capstone) State-approved CTE Programs

The following is an excerpt from Section 5P of the Pupil Accounting Manual (August 2010) that describes this work-based learning experience:



“A pupil who participates in a paid (capstone) work-based learning experience related to a state-approved CTE program is eligible to generate funding pursuant to the State School Aid Act, Section 61a(1) (added cost) and may be counted in membership if all of the following are met:

- The employer or vocationally certificated teacher or coordinator shall maintain and verify records of the pupil’s attendance throughout the duration of the training agreement
- A vocationally certificated teacher or coordinator shall develop a regular visitation plan, after first visiting the employer to establish the training site that includes at least one site visit every nine-week period
- Federal and state regulations regarding the employment of minors shall be followed
- The pupil enrolled in a state-approved CTE program must be in grades 11 to 12
- The experience must be monitored by a vocationally certificated teacher or coordinator employed by the school district
- The pupil must be eligible to receive credit towards a high school diploma for the work-based learning experience
- The work-based learning experience shall not generate more than one-half of the pupil’s total full-time equivalency not to exceed .5 FTE
- The employment of the pupil shall not exceed the maximum hours set by the district
- The pupil must have successfully completed 50% or more of a state-approved CTE program. This equates to 6 segments of the 12 segments required for a state-approved CTE program
- The pupil shall attend at least one 40-minute session per week taught by a vocationally certificated teacher or coordinator in either of the following:
  - The related state-approved CTE program classroom
  - A district-approved educational course, with academic objectives, related to the pupil’s career and educational goals”

Following are three examples showing how the “40-minute session per week in a related course work” is applicable.

**Example 1:** The pupil has successfully been enrolled in an approved CTE program in a block schedule format for one semester and will continue in the program for the second semester. The pupil qualifies as completing 50% of the program and can be placed into a “capstone experience” during the second semester.

**Example 2:** The pupil has successfully been enrolled in an approved CTE program in a traditional format for one year so is actually a “completer” and therefore, can be placed into a “capstone experience” the second year. In this situation, the pupil may go back to the previous CTE class for one hour per week to work with the vocationally certified teacher. The pupil is NOT enrolled in the class, but is simply attending one hour per week.

**Example 3:** The pupil has successfully been enrolled in an approved CTE program in a traditional format for one year so is actually a “completer” and therefore, can be placed into a “capstone experience” the second year. The pupil may attend a class specifically for “capstone experience pupils” one hour a week taught by a vocationally certified teacher or capstone education coordinator that is educational in nature, academically-based, career-focused and related to the pupil’s career or educational goals. This class should build on the pupils’ career goals and provide opportunities to have more rigor and relevance to future specialized training or postsecondary opportunities.

- The pupil is employed not less than an average of 10 hours per week during the effective time of the training agreement
- The district shall have a written training agreement. (See page 5P-2)
- The district shall have a written training plan. (See page 5P-2)”
- Capstone Funding:
  - Districts offering eligible students from state-approved CTE programs placement in a Capstone Work-Based Learning program (formerly referred to as CTE Cooperative Education), may request State School Aid Act, Section 61a(1) (added cost) reimbursement for capstone coordination if these students in the work-based learning experience are monitored by a vocationally certificated teacher



- The student may not be recorded as enrolled in the state-approved CTE program for the 40-60 minute per week attendance requirement. Additionally, the student may not be recorded as if they were attending the state-approved CTE program for the time they spend in the capstone work-based learning experience. Coordination reimbursement is the only State Aid funding available in these instances

Following is the process used to determine State School Aid Act, Section 61a(1) (added cost) funding for Capstone Coordination:

1. The *Guidelines for Placing Students in Work-Based Learning Related to State-approved Career and Technical Education Programs* recommend that CTE work-based learning coordinators spend a minimum of 15 minutes per student, per week on coordination activities.

In the CTEIS System, the minutes per week reported for a section under Capstone Coordination is divided by 15 to determine the **maximum enrollment eligible for funding** as follows:

$$\frac{\text{Minutes per Week}}{15} = \text{Maximum Enrollment Eligible for Funding}$$

2. The number of weeks the student is in class is also factored into the formula: The average of the beginning and ending student enrollment (*not to exceed the maximum determined in #1 above*) is multiplied by the number of weeks reported, divided by 36 (36 weeks is considered full year).

$$\text{Average Enrollment} \times \frac{\text{\# of Weeks}}{36}$$

3. The result of #2 above is multiplied by the State School Aid Act, Section 61a(1) (added cost) Factor for Capstone Coordination (\$50) to compute the reimbursement.

Formula for calculating capstone coordination funding:

$$\text{Average Enrollment} \times \frac{\text{\# of weeks}}{36} \times \$50 \text{ (State School Aid Act, Section 61a(1) (added cost) Factor)} = \text{Reimbursement Amount}$$

(Not to Exceed the Maximum Enrollment Eligible for Funding)

*Example:* The Capstone Coordinator for District Fabulous is provided 12 hours (720 minutes) per week in order to carry out coordination of students placed in full year capstone work-based learning experiences. Mrs. Capstone Coordinator is responsible for coordinating students from a state-approved Health Sciences CTE Program. Mrs. CC has 10 students from a Dental Occupations section of this program, 6 students from a Pharmacy section of this program, and 12 students from a Veterinarian Science section of this program. [Please note that the formula calculates reimbursement by program section(s) on the CTEIS system.]

Determine the **maximum enrollment eligible for funding**:  $720 \text{ Minutes} \div 15 = 48$

$$\text{Average Enrollment} \times \frac{\text{\# of weeks}}{36} \times \$50 \text{ (State School Aid Act, Section 61a(1) (added cost) Factor)} = \text{Reimbursement Amount}$$

$$28 \text{ students} \times 1 (36 \text{ weeks} \div 36 \text{ weeks}) \times \$50 = \$1,400$$

(Does not exceed the maximum enrollment eligible for funding--48)

For any questions regarding this formula or other questions pertaining to CTE Education State School Aid Act, Section 61a(1) (added cost) funding, please contact the Office of Career and Technical Education, at (517) 335-0360.

## **2. Unpaid Work-Based Learning Experience State-approved CTE Programs (Classroom Rotations)**

The following is an excerpt from Section 5P of the Pupil Accounting Manual (August 2010) that describes this work-based learning experience:

“A pupil who participates in an unpaid work-based learning experience related to a state-approved CTE program is eligible to generate funding pursuant to the State School Aid Act, Section 61a(1) (added cost) and may be counted in membership if all of the following are met:

- The employer or vocationally certificated teacher or coordinator shall maintain and verify records of the pupil's attendance throughout the duration of the training agreement
- A vocationally certificated teacher or coordinator shall develop a regular visitation plan, after first visiting the employer to establish the training site that includes at least one site visit every nine-week period
- Federal and state regulations regarding the employment of minors shall be followed
- The pupil enrolled in a state-approved CTE program is enrolled in grades 11 to 12
- The experience is monitored by a vocationally certificated teacher or coordinator employed by the school district
- The pupil is eligible to receive credit towards a high school diploma for the work-based learning experience
- The training shall not be more than a total of 45 hours per specific training experience
- The work experience shall occur during the scheduled classroom time, unless a special exception is documented. For special exceptions, the training plan and agreement shall reflect the alternative hours and a vocationally certificated teacher or coordinator shall be available to monitor this experience during the pupil's training hours
- The district shall have a written training agreement. (See page 5P-2)
- The district shall have a written training plan. (See page 5P-2)”

### **Funding Issue**

- Unpaid Training/Work Experiences relating to state-approved CTE program occur during scheduled classroom time and Section 61a dollars for Capstone Coordination do not apply to these placements

## **3. In-District Unpaid Work-Based Learning Experiences State-approved CTE Programs (In-School Placement)**

The following is an excerpt from Section 5P of the Pupil Accounting Manual (August 2010) that describes this work-based learning experience:

“A pupil who participates in an in-district unpaid work-based learning experience related to a state-approved CTE program is eligible to generate funding pursuant to the State School Aid Act, Section 61a(1) (added cost) and may be counted in membership if all of the following are met:

- The pupil enrolled in a state-approved CTE program is enrolled in grades 11 to 12
- The program is on a list of state-recognized CTE programs eligible for in-district placement as established by OCTE
- The work-based learning experience shall not generate more than one-half of the pupil's full-time equivalency not to exceed .5 FTE
- The experience is monitored by a vocationally certificated teacher or coordinator employed by the school district
- The pupil is eligible to receive credit towards a high school diploma for the work-based learning experience
- The training shall not be for more than a total of 45 hours per specific training experience
- The district shall have an in-district placement agreement in lieu of a training agreement in place by the pupil membership count date. The in-district placement agreement shall include the following:

- Pupil's personal information including name, home address, telephone number(s), birth date, and emergency contact information
- Beginning and ending dates of placement
- The daily hours to be worked that include beginning and ending times
- A list of school and pupil responsibilities
- Verification of appropriate safety instruction provided by the school district.
- If an in-district placement relates to a state-approved CTE program, the completed in-district placement agreement MUST identify the program serial number (PSN). If the PSN is not filled in, it WILL result in an FTE deduction. Your school district's state-approved CTE programs may be obtained by contacting your regional administrator or career and technical education director. The CEPD administrator or CTE director has access to the secondary funding report, Final X0107, via the CTEIS website. The signatures of principal or his or her designee, vocationally certificated teacher or coordinator, pupil, and pupil's parent or legal guardian
- The district shall have a training plan (see Page 5P-2)"

The following is a list of currently recognized state-approved CTE program unpaid in-district placements:

Career Cluster	CIP Code/Program Name	Scenarios With Student Placements
Information Technology	11.0201 Computer Programming/ Programmer 11.0801 Digital/Multimedia and Information Resources Design 11.0901 Computer Systems Networking and Telecommunications 11.1001 System Administration/ Administrator	Student is placed within the school district's technology department with the school district's technology coordinator.
Business Management and Administration	52.0299 Business Management and Administration	Student is placed in the school district's administrative business office with appropriate administrative management personnel.
Marketing	52.1999 Marketing/ Entrepreneurship	Student is placed under appropriate personnel as a manager or assistant manager in a marketing school-based enterprise/lab.
Hospitality and Tourism	12.9999 Personal and Culinary	Student is placed with the school district's food services coordinator/manager (NO serving duties).
Finance	52.0800 Finance	Student is placed in the school district's administrative business office with appropriate management personnel.
Health Science	51.0000 Therapeutic Services	Student is placed with school nurse.
Human Services	13.0000 Education General (Teacher Cadet) 19.0700 Child and Custodial Care Services	Student is placed into various classrooms. Student is placed in day care (before and after school care) facilities for their practicum.
Law, Public Safety, Corrections and Security	43.0100 Public Safety/ Protective Services	Student is placed with district level security/police or school legal counsel.
Architecture and Construction	46.0401 Building Maintenance  47.0201 Heating, AC, Ventilation & Refrigeration	Student is placed in the district level maintenance and sanitation engineering department. Student is placed with the district director for maintenance and with HVAC certified technician.
Transportation, Distribution and Logistics	47.0613 Medium/Heavy Truck Technician	Student is placed in the district transportation garage with certified mechanic working on district vehicles/equipment.

**Note:** All CTE sample scenarios require the use of the appropriate CTE state-approved program performance elements in the development and documentation of the in-district placement work-based learning experience.

#### 4. Unpaid Training State-approved Career and Technical Education Less-Than-Class-Size (LTCS) Programs

The following is an excerpt from Section 5P of the Pupil Accounting Manual (August 2010) that describes this work-based learning experience:

“An unpaid state-approved CTE less-than-class-size (LTCS) program provides an opportunity to pupils who, because of unique circumstances, do not have a program available through a regular state-approved CTE program. Each program is contracted with business, industry, or private occupational schools as an alternative method of providing CTE not readily available in a public education institution. A pupil who participates in a LTCS program is eligible to generate funding pursuant to the State School Aid Act, Section 61a(1) (added cost) and may be counted in membership if all of the following are met:

- The pupil is enrolled in grades 11 to 12
- A signed, completed notification has been received by the OCTE by the Friday after the pupil membership count day
- The experience is monitored by a vocationally certificated teacher or coordinator employed by the school district
- The pupil is eligible to receive credit towards a high school diploma for the work-based learning experience
- The program shall be established for a time period as defined in the program standards for the CTE program [LTCS programs must operate for a full year and all 12 segments of a CTE program must be delivered to the student in this placement. Enrollment will be reported on the 4483D and LTCS programs will need to report their instructional design based on the 12 segment structure]
- Instruction for pupils shall be provided by approved less-than-class-size vocationally annually authorized personnel under the jurisdiction of the employer
- The LTCS contracted program shall have no more than four (4) pupils per vocationally annually-authorized personnel per instructional site in the same time period
- The district shall have a written training agreement. (See page 5P-2)
- The district shall have a written training plan. (See page 5P-2)
- State-approved CTE Instructional Program (CIP) enrollment in Less-Than-Class-Size (LTCS) is limited to 15 or fewer students”

#### **LTCS Funding:**

- LTCS coordinators must provide all necessary information to the CTEIS data entry person at the local/ intermediate school district level. Each year, OCTE activates necessary PSNs for all LTCS notifications. CEPD administrators are provided their PSNs on an annual basis so that enrollment can be entered on the 4483D report for the entire year
- For Less-Than-Class-Size (LTCS) Programs, State School Aid Act, Section 61a(1) (added cost) reimbursement is currently at a maximum of \$125 per student hour. The calculation formula for student hours is as follows: Minutes per week divided by (÷) 300; times (x) number of weeks divided by (÷) 36; times (x) enrollment; equals (=) student hours

#### **Notification Process and Timelines**

Career Education Planning District (CEPD) CTE administrators review and approve all less-than-class-size applications for approval. For each LTCS program, the CEPD CTE administrator is responsible to keep on file all necessary documentation related to the approval of these programs including application forms, contractual/training agreements, training plans, and evidence that LTCS annual authorization to teach vocational certification was sought via web submission to the Michigan Department of Education.

The MDE/OCTE, shall be notified annually of all approved LTCS programs by receipt of a notification form. All notifications for Less-Than-Class-Size (LTCS) Career and Technical Education (CTE) Programs must be received at OCTE by the Friday after the Fall student count date in order to be listed on the CTEIS 4483D (Spring) reports. The form can be found on the OCTE website under applications and guidelines at: [www.michigan.gov/octe](http://www.michigan.gov/octe).

#### **LTCS Vocationally Annually Authorized Personnel**

According to staff in the Office of the Attorney General (OAG), requests for annual authorizations for LTCS contract instructors need to be formally approved by the Office of Professional Preparation Services. Therefore, all *Applications for Annual Authorization* for instructors to teach LTCS career and

technical education are processed by the Office of Professional Preparation Services (OPPS) via web based submission at: <http://www.michigan.gov/moeecs>. A worksheet or resume must be kept on file to document adequate work experience. A sample worksheet form can be found on the OCTE website under applications and guidelines, less-than-class-size worksheet, at: [www.michigan.gov/octe](http://www.michigan.gov/octe). The processing of the application can only be done by authorized personnel who have a MEIS account. The status of individual applications can be checked at the teacher personnel website at: <http://www.michigan.gov/mde>.

The OAG staff have further indicated that because most contracts are established between schools and businesses, that the “instructors” are not employees of school districts. The OAG staff have also advised that because most contracts are established between schools and businesses, that the advertisement requirement for annual authorizations do not apply to LTCS requests for annual authorization. After the annual authorization is approved, a fee remittance statement (invoice) for \$40 will be processed for payment. Please note that if these fees are not paid to the Office of Professional Preparation Services (OPPS) for approved programs, there can be a financial penalty imposed by OPPS and/or by Pupil Accounting. Any questions regarding this process should be directed to the Michigan Department of Education, Office of Professional Preparation Services, Post Office Box 30008, Lansing, Michigan 48909; (517) 335-0585 or [ryand@michigan.gov](mailto:ryand@michigan.gov).

### **Training Agreement**

The training agreement is a written contract that clarifies the specific responsibilities of the student learner, the employer, the parents, the teacher/coordinator, and the school district. The training agreement must be on file at the employer's worksite prior to the pupil beginning work in order for the student learner to be legally employed. The training agreement can also exempt the student learner from receiving unemployment insurance benefits for the period of time covered by the training agreement. Hours not listed are not covered by the agreement. Training agreements cannot be written to exempt students from provisions of the federal child labor regulations, except for those detailed in Federal Bulletin 101 (hazardous occupations).

The district must have the paperwork in place on the count date for those students who are in a work-based placement on the count date. For those students who are in regular classes on the count date and are placed in a work-based placement following the count date, the district must complete the paperwork by the time the pupil begins the work-based placement training.

A training agreement must include the following requirements:

- The pupil's personal information including name, home address, telephone number(s), birth date, and emergency contact information
- The school's name, address, telephone number, and contact person
- The employer's name, address, telephone number, and contact person
- A list of employer, school, and pupil responsibilities
- The beginning and ending dates of the agreement
- The daily hours to be worked that include beginning and ending times
- The beginning rate of pay, if paid work-based learning experience
- Verification of appropriate safety instruction provided by the school district or the employer (may also be verified in the training plan)
- Verification that employer has worker's disability compensation insurance and general liability insurance
- The signatures of the principal or his or her designee, vocationally certificated teacher or coordinator, pupil, parent or legal guardian, and training station supervisor (employer). If the training agreement and training plan are combined into one document, only one set of signatures is required
- A statement of assurance signed by the employer that a pupil will not be discriminated against on the basis of race, color, religion, national origin, sex, age or disability
- A district statement of assurance of compliance with federal laws relating to nondiscrimination

An example of a training agreement can be found on the web at: [www.michigan.gov/octe](http://www.michigan.gov/octe), under *Instructional Programs, Work- Based Learning Guide for Risk Management* (go to section 9).

### **Training Plan**

The district must have a written training plan in place by the pupil membership count day. The training plan must include the following:

- Verification by the vocationally certificated teacher or vocationally certificated coordinator that the pupil's career or education goals as outlined in their education development plan relate to the placement
- CTE Program Standards (Performance Elements) must be utilized to develop CTE work-based learning training plans that contribute to the pupil's progress toward a career objective. The CTE standards (performance elements) can be found as follows <http://navigator.mccte-fsu.org/>, *View Curriculum Standards*
- These standards (performance elements) shall be used to assess the pupil's progress and must include:
  - Career Cluster Foundation Skills
  - Cluster Pathway Skills
  - Michigan Technical Skills
  - Michigan Career & Employability and HS Technology Skills
- Signatures of principal or his or her designee, vocationally certificated teacher or coordinator, pupil, parent or legal guardian, and training station supervisor (employer). If the training agreement and training plan are combined into one document, then only one set of signatures is required.

An example of a training plan can be found at: [www.michigan.gov/octe](http://www.michigan.gov/octe), under "Notable Resources" and go to: *Work-Based Learning Guide for Risk Management*.

### **Unpaid Trainee**

The following six federal criteria must be met for a pupil to be considered as an unpaid trainee:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in school where curriculum is followed and students are under the continued and direct supervision of representatives of the school or business.
2. The training is for the benefit of the trainees or students.
3. The trainees or students do not displace regular employees, but work under their close observation.
4. The employer who provides the training derives no immediate advantage from the activities of the trainees or students; and on occasion, operations may actually be impeded.
5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period.
6. The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

In order to avoid an employer/employee relationship and to maintain a "trainee" relationship under federal definitions, training must not be for more than a total of 45 hours per specific training experience and must be conducted under a written training agreement and a written training plan. Different training experiences can occur at one location if there are multiple training plans with a whole set of separate skills (no duplication of tasks) with the training agreement that clearly define separate training experiences every 45 hours.



## **Verification of Worker's Disability Compensation and General Liability Insurance**

Students must never be placed into a business that does not have workers compensation insurance and general liability insurance coverage. Verification must be made that the employer provides proof of workers' disability compensation insurance and general liability insurance. To verify workers' disability compensation coverage, call the Bureau of Workers' Disability and Compensation at 888-396-5041 or access the website at: [www.michigan.gov/wca](http://www.michigan.gov/wca), and click on *insurance coverage look up*.

Students should not be placed with parents as instructors (for example, placing a student on a family farm or in a family operated day care with a parent as instructor).

## **Vocationally Certificated Teacher/Coordinator**

State-approved CTE program placements must be monitored by a vocationally certified teacher or vocationally certified coordinator employed by the district. It is the school district's responsibility to provide vocationally certified staff for supervision of the student-learner at the worksite.

## **Role of Vocationally Certificated Teacher/Coordinator**

The vocationally certificated teacher/coordinator should be familiar with the rules and regulations related to career and technical education work-based learning experiences. It is also important that the teacher-coordinator have a thorough understanding of applicable child labor laws and risk management practices including prohibited hazardous occupations, safety, workers' compensation, nondiscrimination, equal opportunity, and sexual harassment. Statewide work-based learning workshops are offered annually by the Michigan Career Placement Association. For information on upcoming workshops, the MCPA website is: <http://www.mi-cpa.org/>.

The release time available to the vocationally certified staff member responsible for coordination of capstone work-based learning programs must accommodate 15 minutes per week per student-learner to ensure proper coordination. Proper coordination means more than just visiting the student's employer. Coordination time should be used for these purposes:

- Locate prospective training stations
- Do an evaluation of the potential worksite
- Provide detailed program information for the purpose of orientation to employers
- Observe safety conditions on the job
- Confirm worker's compensation insurance coverage and general liability insurance coverage of the worksite
- Prepare training agreements
- Develop training plans
- Confer with employer for instructional needs of student learner
- Confer with student learner at worksites
- Maintain teacher/coordinator records
- Handle student learner work/school issues
- Maintain student learner wage and hour records
- Develop and implement a visitation plan

## **Visitation Plan**

A regular visitation plan, calling for at least one visit every nine (9) weeks to the site by the vocationally certified teacher/coordinator, after first visiting the employer to establish the training station, **must** be developed with each employer. Visits must be performed by the vocationally certified coordinator signing the training agreement or the vocationally certified instructor from the related class. These visitations are to check the pupil's attendance, evaluate the pupil's progress, and to evaluate the site in terms of health, safety, and welfare of the pupil.

One essential coordination visit would be for evaluation, which would include a review of the attendance, training plan, identification and rating of competencies achieved, and an evaluation of work traits and

employability skills attained. The related vocationally-certified course instructor, if different from the vocationally-certified coordinator, is encouraged to participate in the worksite visits. The student should be present when the workstation is visited. To meet state guidelines for instructional time, no portion of any coordination task or supervision of students on the job may be assigned to non-certified staff.

Visitations by the vocationally certificated teacher are to monitor the progress of the pupil's skill attainment, determine if the pupil is eligible to receive school credit, verify the pupil's attendance, and evaluate the site in terms of health, safety, and welfare of the pupil. When training sites are licensed, the coordinator must check and note the expiration date of the license. If the license expires during the training period, there should be a check to find if the license has been renewed and is current. More visits may be required depending upon the student learner's progress and needs, the supervisor's experience in working with student learners, and other factors.

### **Retention of Records**

The vocationally certified teacher-coordinator maintains a file on each student-learner. The file includes a training agreement, training plan, student-learner enrollment form, student-learner weekly wage and hour reports (hours worked per week need to be verified by the employer/supervisor or coordinator), documented safety training received, evaluations, an anecdotal log of worksite visits by the coordinator, and any other required documentation by the local district. The current Records Retention and Disposal Schedule for Michigan Public Schools suggests that student records related to employment of minors (including work permits and work/school training agreements and contracts) be kept until graduation (or expected graduation) of the student plus seven years. The following link will take you to Michigan's retention/disposal schedule: [http://www.michigan.gov/documents/hal\\_mhc\\_rms\\_local\\_qs2\\_171482\\_7.pdf](http://www.michigan.gov/documents/hal_mhc_rms_local_qs2_171482_7.pdf).

### **Local Policies**

State-approved career and technical education programs and related work-based learning experiences need to follow state guidelines, but locally developed policies are also necessary. Policies and scope of responsibilities respectively for students, parents, schools and employers need to be developed and shared with participants. District policies may include:

1. Program requirements and enrollment procedures.
2. School coordinator responsibilities.
3. Student participant responsibilities.
4. Parent/Guardian responsibilities.
5. Employer and worksite organization responsibilities.
6. High school credit provisions, including audit provisions, grade computation, required related instruction, attendance policies, including absence from school and/or job loss, dismissal, or layoff.
7. Insurance requirements.
8. Selection of training stations.
9. Supervision at the worksites.
10. Driving policies and other transportation issues.
11. Safety instruction for participants.
12. How to deal with sexual harassment, hazardous activities or observation of illegal activities.
13. Americans with Disabilities Act (ADA) requirements and reasonable accommodations.
14. Privacy act and parental permission procedures.
15. Records and retention procedures.
16. Forms used by the district(s).
17. School board policies related to work-based learning.
18. Provisions for regular review of policies.

Samples of local board policies and procedures can be found at: [www.michigan.gov/octe](http://www.michigan.gov/octe) under *Notable Resources, Work-Based Learning Guide/Risk Management Tool Kit*.

### **Employment in Hazardous Occupations**

Student-learners under 18 may not be employed in hazardous occupations as listed in Michigan's Youth Employment Standards, 1988, and the Federal Child Labor Bulletin 101. However, under certain



conditions, 16- and 17-year old apprentices and student-learners in state-approved CTE programs may be exempt from some hazardous occupations as allowed under the U.S. Department of Labor guidelines. The USDOL web address to review these guidelines follows:  
<http://www.dol.gov/dol/topic/youthlabor/index.htm>.

Exemptions in these cases are allowed only if the student-learner is enrolled in a state-approved career and technical education program and the student-learner is employed under a written training agreement that stipulates:

1. Hazardous work shall be incidental to the training.
2. Any hazardous work shall be intermittent and for short periods of time and such work shall be under the direct and close supervision of a qualified and experienced person.
3. Safety instruction shall be given by the school and correlated by the employer with on-the-job training.
4. A schedule of organized and progressive work processes to be performed on-the-job shall have been prepared.
5. Previous training has been given by the school and mastery documented for all hazardous order job duties listed on the training agreement.

### **Special Education Services Work-Based Learning Opportunities**

Students receiving special education services may participate, as appropriate, in any work-based education program designed for general education students. In doing so, the students receiving special education services must meet all of the requirements of the general education work-based program to be counted in membership. For students receiving special education services who require an additional programming option, there are two specific types of special education transition services related to work-based learning. These can be found in the Michigan Department of Education's Pupil Accounting Manual in Section 5L and Section 5P. The web address to obtain this information is: [www.michigan.gov/mde](http://www.michigan.gov/mde), and search: *Pupil Accounting Manual*.

For more information regarding these options, please contact the Michigan Department of Education; Office of Special Education and Early Intervention Services, P.O. Box 30008, Lansing, Michigan 48909, Telephone: (517) 373-0923.

### **Links to Additional Resources**

#### **Work-Based Learning Guide for Risk Management**

[www.michigan.gov/octe](http://www.michigan.gov/octe) and type in name at search or go to: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_2629\\_53968-220470--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_2629_53968-220470--,00.html)

#### **Sample Training Plan and Training Agreements (see Work-Based Learning Guide/Sections 8 & 9)**

1. Training Plan
2. State-approved CTE Training Agreement
3. Non-CTE Training Agreement
4. In-District Placement Agreement

#### **Pupil Accounting Manual/Section 5P**

[www.michigan.gov/mde](http://www.michigan.gov/mde) and type in at search: "Pupil Accounting Manual" or go to: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6605-22360--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6605-22360--,00.html)

#### **Pupil Accounting Rules (Effective September 22, 2008)**

[http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=Single&Admin\\_Num=34000001&Dpt=ED&Rn gHigh=](http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=Single&Admin_Num=34000001&Dpt=ED&Rn gHigh=)

## **Pupil Auditing Manual**

[www.michigan.gov/mde](http://www.michigan.gov/mde) and type in at search: "Pupil Auditing Manual" or go to:  
[http://www.michigan.gov/documents/2005\\_PUPILAUDITINGMANUAL10-05\\_143792\\_7.pdf](http://www.michigan.gov/documents/2005_PUPILAUDITINGMANUAL10-05_143792_7.pdf)

## **Sites for Sample Training Plan Skills and Related Academic Skills**

- Non-CTE Work-Based Learning: <http://online.onetcenter.org/>
- CTE Work-Based Learning: CTE Program Standards (Performance Elements) must be utilized to develop CTE work-based learning training programs (capstone, unpaid, in-district and less-than-class-size) that contribute to the pupil's progress toward a career objective. The CTE standards (performance elements) can be found as follows: <http://navigator.mccte-fsu.org/programs>

## **Safety Training Sites**

<http://www.youthrules.dol.gov>  
<http://www.passesedge.org/main.asp>  
<http://www.osha.gov/SLTC/teenworkers/teenworkers.html>  
<http://www.michigan.gov/miosha>

## **Education Development Plans**

Career Cruising: <http://www.careercruising.com/>  
Michigan Virtual University, MyDream Explorer/MOIS: <http://www.mois.org/>

## **National Labor Supply/Demand Information**

The Georgia DOL, in cooperation with the Georgia Career Information Center at Georgia State University, was awarded a grant from DOL/ETA to work on supply/demand issues. The Occupational Supply Demand System (OSDS) is now completed. Data is organized by Units of Analysis or groups of related occupations and training programs. One way to access information that is of interest to you is by clicking on "Career Clusters". The OSDS website address is: [www.occsupplydemand.org](http://www.occsupplydemand.org).

## **Apprenticeship Opportunities**

Registered apprenticeship programs meet the skilled workforce needs of American industry, training millions of qualified individuals for life-long careers since 1937. Registered apprenticeship helps mobilize America's workforce with structured, on-the-job learning in traditional industries such as construction and manufacturing, as well as new and emerging industries including health care, information technology, energy, telecommunications, and many others. For more information about apprenticeship opportunities available in Michigan, please visit the following sites:

- Michigan Apprenticeship Steering Committee, Inc. <http://www.aboutmasci.org/>
- Michigan Educator's Apprenticeship and Training Association (MEATA) - <http://www.meata.org/>

## **School Records/Retention and Disposal Schedule**

Under "1406 Student Work Permits. Minors over the age of 14 must have a work permit prior to beginning work. Schools must approve the work permit, and new permits are required for each new job held by the teenager. These records may include the completed permit forms, job offers, approved deviations, correspondence, injury reports, workers compensation documents, work/school training agreements/contracts, etc. ACT + 7 years. ACT = until graduation." The current School Records/Retention and Disposal Schedule may be accessed at:  
[http://www.michigan.gov/documents/hal\\_mhc\\_rms\\_local\\_gs2\\_171482\\_7.pdf](http://www.michigan.gov/documents/hal_mhc_rms_local_gs2_171482_7.pdf)

## **Home Schooled Students (Work Permits)**

- [http://www.michigan.gov/documents/Info2005\\_132227\\_7.pdf](http://www.michigan.gov/documents/Info2005_132227_7.pdf)

## Professional Development/Training Opportunities

- Michigan Career Placement Association: [www.mi-cpa.org/](http://www.mi-cpa.org/)
- Michigan Pupil Accounting and Attendance Association: [www.mpaaa.org](http://www.mpaaa.org)

### Sample 12 Point Safety Checklist for Inspecting the Workplace

Following is a sample safety checklist for inspecting the workplace for career and technical education work-based learning experiences. The checklist identifies easily observable and common workplace hazards.

Ask if the company has had a visit from a MIOSHA (Michigan Occupational, Safety and Health Act) inspector in the last 5 years.

- If so, ask if they were cited for a workplace safety violation and for what types of violations
  - In addition, ask what the company has done to become compliant with the regulations
  - Lastly, ask the company if they would be willing to sign a written statement that they have disclosed all information pertaining to an inspection to you
2. Ask to see the company's most current MIOSHA Log 200. This is a state mandated form that must be filled out and lists all recordable workplace injuries including death and serious dismemberment. Review the log and inquire about the type of workplace injuries they have had during the last five years.
  3. Ask to see:
    - The company's safety manual
    - Written health and safety programs
    - Rules on work practices
  4. Observe the presence of MIOSHA posters and other safety and health related material posted prominently around the workplace.
  5. Observe the company's commitment to good housekeeping by noticing the presence of good lighting, spill control, adequate aisle size and minimum scrap, tools, and materials left unattended in a disorganized fashion.
  6. Observe the air quality by noticing the absence of visible mist, dust, smoke, or offensive odors.
  7. Listen to noise levels and notice if the noise level is low enough so you do not have to shout to be heard more than five feet away from another person. Notice or inquire whether hearing protection is being worn if you cannot hear persons closer than five feet away.
  8. Observe the presence of machine guarding on blades, points, belts, gears, and other moving parts. Openings should only be large enough to allow getting the material part to the point of operation on the machine.
  9. Inquire and observe the use of lockable disconnects on breaker boxes at the machine or walls to ensure proper lock-out of machines using energy.
  10. Observe the use by employees of personal protective equipment such as safety glasses, gloves, and steel toed shoes.
  11. Observe and inquire of employees whether they feel knowledgeable and comfortable with their work environment and workplace hazards.
  12. Observe management's sense of pride in their work operations as displayed by their willingness to show you the workplace and their inclination to discuss the importance of safety in the same way as quality production.

### Other Resources

- [www.teachingforlearning.org](http://www.teachingforlearning.org)
- [www.careertech.org](http://www.careertech.org)

## Teacher Certification

Michigan law requires that individuals teaching secondary career and technical education programs be certified, authorized, and if required, hold a valid state or federal license for the occupational areas in which they will teach. All entry credentials for teaching secondary career and technical education programs require that the individual seeking the credential have two years (4,000 hours) of recent and relevant work experience in the occupational area. There are three entry-level credentials for career and technical education teachers.

### State Secondary Provisional Certification With Vocational Endorsement

The person holding this certification will have completed a program in vocational teacher education at an institution approved by the State Board of Education for the preparation of career and technical education (vocational) teachers in the occupational area of the *endorsement*. The provisional certificate the individual received will show an endorsement in one or more of the following areas, indicating a major or minor in the occupational area(s) of the endorsement:

#### **Career and Technical Education**

VH Vocational Family and Consumer Sciences

#### **Vocational Natural Resources and Agriscience Pathway**

VA Vocational Agriscience and Natural Resources

#### **Vocational Business, Management, Marketing, and Technology Pathway**

VB Vocational Business Services

VM Vocational Marketing Education

VZ Vocational Hospitality

#### **Vocational Health Sciences Pathway**

VS Vocational Health Sciences

#### **Vocational Engineering, Manufacturing, Industrial and Technology Pathway/Vocational Arts and Communication Pathway**

VT Vocational Technical

#### **Vocational Human Services Pathway**

VC Vocational Child Care

VE Vocational Cosmetology

VF Vocational Law Enforcement/Fire Science

VG Vocational Teacher Cadet

The person holding a vocationally endorsed secondary provisional certificate who meets all other requirements of a career and technical education teaching position, can teach in the occupational area of the endorsement.

**Interim Occupational Certificate (IOC)** (Replaced the Temporary Vocational Authorization in September 2004)

- Allows the holder to teach in state reimbursed and approved, vocational education classroom in the occupational area(s) in which he or she is endorsed

#### **IOC Requirements**

- Bachelor's degree
- Completion of an approved program in vocational teacher education (may also include a major or minor) in an occupational area
- Two years (4,000) hours of recent and relevant work experience in an occupational area. See [http://www.michigan.gov/mde/0,1607,7-140-6530\\_5683\\_6368-122634--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-122634--,00.html)
- Passage of MTTC Basic Skills test
- Required preparation in the field of specialization in which occupational certification is requested

### **Occupational Education Certificate Requirements**

- Completion of ten semester hours of vocational education credit from an approved teacher preparation institution or completion of a master's degree
- Completion of three years of successful experience within the validity of the IOC

### **Annual Vocational Authorization (AVA)**

- Issued to district when appropriately certificated vocational education teacher is not available
- Valid for one year; may be renewed without posting the position for up to eight years; teacher must be annually completing coursework towards certification
- If the district/school cannot find a person with an IOC to teach in the specific occupational area, the district may apply for an Annual Vocational Authorization for an individual who may or may not hold a bachelor's degree, but must have at least two years of recent work experience in this occupational area in which he or she will be assigned to teach

It is the responsibility of the school district and the employing agency to monitor the validity of teachers' credentials to assure individual teachers do not teach with expired credentials. Failure to fulfill this requirement can result in fines and loss of state aid. The Secondary Provisional Certificate with Vocational Endorsement and the Temporary Vocational Endorsement are valid for a period of six years.

Prior to the expiration of these credentials, individuals holding the credentials should fulfill the requirements for the next certification/authorization level. At the next credentialing level, an individual would acquire a State Secondary Professional Education Certification with a vocational endorsement or an Occupational Education Certificate. Completion of a combination of successful teaching experience and additional semester hours of credit from an approved career and technical education teacher training institution is required to acquire these credentials.

### **Licensure and Teacher Certification**

Under teacher certification rules, individuals who have instructional responsibility in fields for which a state or federal license is required shall hold the appropriate license before requesting vocational endorsement or authorization. In career and technical education, allied health, cosmetology, and several engineering, manufacturing and industrial technology programs require instructors to be licensed. Teachers in programs that require a license should be monitored to be sure the license is kept current and is appropriate for the course or program being taught.

### **Postsecondary Teachers of Secondary Students**

College faculty who teach in state-approved secondary vocational/technical education programs are not required to have a teaching certificate and do not have to go through the annual authorization process *if they are employees of the college with which a secondary program is contracted*. Districts that contract with a college to provide career and technical education programs must send a letter stating the names and social security numbers of these personnel and an assurance that they are employees of a college to the Supervisor of CTE Programs, Office of Career and Technical Education, Michigan Department of Education, P.O. Box 30712, Lansing, Michigan 48909.

More detailed information about teacher credentialing options is available in publications available from the Michigan Department of Education, Office of Professional Preparation Services:

[http://www.michigan.gov/mde/1,1607,7-140-5234\\_14795---,00.html](http://www.michigan.gov/mde/1,1607,7-140-5234_14795---,00.html)

# Facility/Equipment/Space Requirements for CTE Programs

## CTE Instructional Facilities

Appropriate facilities, equipment resources, and instructional materials are essential to the learning environment where students develop skills for employment. Equipment, methods, materials, and facilities should be compatible with those used in the workplace and should be structured to accommodate the individual needs of students. Textbooks and software should be up-to-date and materials should be similar to those used in business and industry.

Adequate facilities and equipment should be provided to assist in achieving the program goals and course objectives. Some general guidelines relating to facilities and equipment are:

1. Readily accessible to all students to be served.
2. Adequate to meet the needs of the CTE program and maximum class enrollment.
3. Designed or modified to accommodate students with disabilities or other educational needs.
4. Conducive to good learning activities and comply with all safety and environmental standards.
5. Up-to-date and meet industry quality and standards.

Adequate facilities should be provided for tool and equipment storage, materials and supplies, student work storage, instructional personnel needs, and adult education classes if facilities are shared. Facilities and equipment should meet all current local, state, and federal health and safety regulations.

Provisions for equipment and workspace should create, as much as possible, the atmosphere of the industry for which the training will be conducted.

## Instructional Equipment

Equipment needs for individual CTE programs vary according to the delivery method chosen. The choice of equipment for a program should be made with the input of the program advisory committee and input from the state consultant for the occupational program.

## Classroom Space Allocations

Student space standards have been established to provide a quality-learning environment and promote the safety of both students and instructors and provide sufficient space for disabled students to have access to facilities. Programs require equipment and work stations that simulate business and industry practices. Safety zones, proper storage, and teaching areas require more space than academic classrooms and frequently that of industry itself. Recommended space allocations follow:

## Career and Technical Education Program Space Allocation Guidelines

		Per Pupil Square Foot/Range	
		<u>Minimum</u>	<u>Maximum</u>
<b>Agriculture, Food &amp; Natural Resources</b>			
01.0000	Agriculture, Agricultural Operations and Related Sciences	80	100
01.0101	Agricultural Business and Management	80	100
01.0601	Applied Horticulture and Horticultural Operations	80	100
01.0903	Animal Health & Veterinary Sciences	80	100
03.0000	Natural Resources and Conservation	80	100
26.1201	Biotechnology	80	100
<b>Architecture &amp; Construction</b>			
15.1301	Drafting & Design Technology	80	100
19.0605	Home Furnishings Equipment Installers and Consultants	80	100
46.0000	Construction Trades	130	150
46.0301	Electrical and Power Transmission Installation	50	65
46.0503	Plumbing Technology	80	100
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration	80	100
<b>Arts, A/V Technology &amp; Communication</b>			
10.0202	Radio & TV Broadcasting Technology	80	100
10.0301	Graphics and Printing Technology and Communications	80	100
50.0101	Visual & Performing Arts	150	180
19.0906	Fashion Design	80	100
<b>Business, Management &amp; Administration</b>			
52.0299	Business Administration Management and Operations	50	70
<b>Education &amp; Training</b>			
13.0000	Education General (Teacher Cadet)	80	100
<b>Finance</b>			
52.0800	Finance and Financial Management Services	50	70
<b>Government &amp; Public Administration</b>			
28.0301	Army (JROTC)	80	100
<b>Health Science</b>			
26.0102	Biotechnology Medical Sciences	80	100
51.0000	Therapeutic Services	80	100
51.0707	Health Informatics	80	100
51.1000	Diagnostic Services	80	100
<b>Hospitality &amp; Tourism</b>			
12.9999	Personal and Culinary Services	80	100
<b>Human Services</b>			
12.0400	Cosmetology	80	100
<b>Information Technology</b>			
11.0201	Computer Programming/Programmer	50	70
11.0801	Digital/Multimedia and Information Resources Design	50	70
11.0901	Computer Systems Networking and Telecommunications	50	70
11.1001	System Administration/Administrator	50	70
<b>Law, Public Safety &amp; Security</b>			
43.0100	Public Safety/Protective Services	50	65
<b>Manufacturing</b>			
47.0101	Electrical/Electronics Equipment Installation and Repair General	50	65
47.0616	Marine Maintenance	80	100
48.0501	Machine Tool Operation/Machine Shop	130	150
48.0508	Welding, Brazing and Soldering	130	150
48.0701	Woodworking General	130	150
<b>Marketing, Sales and Service</b>			
52.1999	Marketing, Sales and Service	80	100
<b>Science, Technology, Engineering and Mathematics</b>			
14.4201	Mechatronics	80	100
15.0000	Engineering Technology	80	100
15.1306	Mechanical Drafting	80	100
<b>Transportation, Distribution &amp; Logistics</b>			
47.0399	Industrial Equipment Maintenance and Repair	180	200
47.0603	Collision Repair Technician (NATEF Certified)	180	200
47.0604	Automobile Technician (NATEF Certified)	180	200
47.0606	Small Engine & Related Equipment Repair	50	65
47.0607	Airframe Technology	180	200
47.0608	Power Plant Technology (Aircraft)	180	200
47.0609	Avionics Maintenance Technology	180	200
47.0613	Medium/Heavy Truck Technician (NATEF Certified)	200	220
49.0101	Aeronautics/Aviation/Aerospace Science & Technology	180	200
<b>Family &amp; Consumer Sciences</b>			
19.0000	Family and Consumer Sciences	80	100



## Advisory Committees

Program advisory committees effectively support successful career and technical education (CTE) programs. The primary purpose of these program advisory committees is to serve as a resource and a connection to the workplace for CTE teachers, administrators and students. Program advisory committees at the individual CTE program level can make important contributions by keeping faculty apprised of business and industry needs, providing professional development opportunities, and assisting the school in planning and implementing relevant career and technical education programs and related work-based learning experiences for students.

Program advisory committees are a required component of state-approved CTE programs. The expertise of individuals from business and industry plays an integral role in providing high-quality CTE programs, in addition to fostering the development of a trained and educated workforce.

More information on Program Advisory Committee requirements can be found on the OCTE website.



## Career and Technical Student Organizations

A Career and Technical Student Organization (CTSO) is an integral part of a high quality career and technical education program. CTSOs are an intra-curricular component of preparing students to assume a leadership role in the occupation of their choice. For more information about individual CTSOs, contact the organization director listed below or visit the organization's website.

### CTSO Goals

1. To encourage the development of occupational skills, knowledge, and abilities to a high level of proficiency.
2. To develop leadership through participation in educational, career and technical education, civic, recreational, and social activities.
3. To develop character, social responsibility, and national pride.
4. To motivate students through active participation in events and opportunities.
5. To develop and strengthen the confidence of young people in themselves and their achievements.
6. To form common bonds without regard to race, creed, or national origin.
7. To assist students in refining their career objectives through networking and self-knowledge.
8. To develop individual and social responsibility for home and community.
9. To encourage scholastic improvement and school loyalty.

### Benefits to Participating Students, Teachers, Schools, and Communities

Through CTSO conferences, workshops, and competitive events, students gain a sense of belonging and increase their ability to adjust and strengthen career related skills. CTSOs:

1. Provide guidance and direction to students while enhancing their personal and occupational skills.
2. Provide career awareness, exploration activities, and leadership development for students.
3. Motivate students and promote personal growth.
4. Bring attention to career and technical education program benefits within the school and community.
5. Provide recognition programs for student achievement.
6. Involve students in community service activities.
7. Assist students in preparing for success in the workforce.

### Operational Structure of CTSOs

CTSOs operate within local schools. Chapters are organized in the local districts or in area career and technical centers. Each CTSO is aligned with respective program areas. Typically, an instructor in the program area is the official advisor. Student officers are elected each year. Their function is to aid in planning and leading activities at all levels of participation, from the local to the national.

Each CTSO has a state advisory board that provides direction for the state organization. Local advisors and some business and industry personnel serve on the board.

## Financing CTSOs

Membership dues are required annually. Generally, there are dues at the local, state, and national levels. The amount of the local dues is set at the school level, while the state and national dues are not. Payment of dues can be the responsibility of each student or they can be paid by the local chapter through fundraising, school contributions, or support from business and industry.

Costs to attend conferences and activities are the responsibility of the local chapter and are generally paid from revenue earned through fundraising activities. There are many fundraising activities that can relate to the career and technical program and therefore, provide funding as well as learning opportunities.

Career and technical education State School Aid Act, Section 61a(1) (added cost) funds may be used to pay for teacher/advisor expenses (mileage, meals, lodging, etc.) to attend regional/state/national conferences and activities. These funds may also be used for some student expenses. Local districts may elect to pay for some or all student expenses out of their general fund revenues.

- SkillsUSA:** Trade, Technical and Service Occupations  
[www.miskillsusa.org/](http://www.miskillsusa.org/)  
Director – Tammy Brown  
[Tbrown51@emich.edu](mailto:Tbrown51@emich.edu)
- BPA:** Business Professionals of America  
[www.michiganbpa.org](http://www.michiganbpa.org)  
State Director - Maurice Henderson  
[Maurice.Henderson@emich.edu](mailto:Maurice.Henderson@emich.edu)
- DECA:** Marketing, Management and Entrepreneurship  
<http://mideca.org/>  
State Director – Dave Wait  
[dwait@emich.edu](mailto:dwait@emich.edu)
- FCCLA:** Family, Career & Community Leaders of America  
[www.mifccla.org/](http://www.mifccla.org/)  
State Director - Elette Collins  
[ecolli14@emich.edu](mailto:ecolli14@emich.edu)
- HOSA:** Health Occupations Students of America  
[www.michiganhosa.org/](http://www.michiganhosa.org/)  
State Director – Mark Burley  
[mburley@emich.edu](mailto:mburley@emich.edu)
- FFA:** National FFA Organization  
[www.mi.ffa.org](http://www.mi.ffa.org)  
State Director - Dave Wyrick  
[dwyrick@msu.edu](mailto:dwyrick@msu.edu)

# Section F



## Services for Special Populations Students Enrolled in CTE Programs

Special Populations

Career Development Activities

# Services for Special Populations Students Enrolled in Career and Technical Education Programs

## Special Populations

The Carl D. Perkins Career and Technical Education Act of 2006 refers to an identifiable segment of the career and technical education population as individuals who are members of special populations. The Act defines “special populations” as:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for nontraditional fields
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with limited English proficiency

Once a CTE student has been identified as a member of a special population, they will continue to be identified as “special populations” regardless of changes in their personal situation. Many special populations learners are capable of succeeding in career and technical education programs without supportive help. However, others may require supplementary services, other assistance, or accommodations in order to succeed in these programs and meet all program standards specific to their CTE program that will be reported through Core Performance Indicators for Perkins IV. The legislation requires that recipients of the Perkins grant must provide funding for services, support, assistance, or accommodations to members of special populations. Special populations coordinators must develop and maintain a system of recordkeeping and documentation of student support services, including monitoring the progress of special populations students in CTE programs.

The following are definitions of terms used to identify CTE special populations and the primary characteristics of individuals within the groups.

### Individuals with Disabilities

Individuals with a disability means an individual with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (i.e., an individual with a physical or mental impairment that substantially limits one or more of the major life activities of such individual, an individual with a record of such an impairment; or an individual regarded as having such an impairment).

### Economically Disadvantaged Individuals, Including Foster Children

One or more of the following indicates a secondary student who would be an economically disadvantaged individual:

- An individual whose family income is at or below the national poverty level
- The individual or the individual's family receives public assistance
- The individual qualifies for the free or reduced school lunch program
- The individual participates in a federally or state funded program for economically disadvantaged youth
- The individual lives in a “foster home”
- Eligible for free and reduced lunch, including direct certification

### Individuals Preparing for Nontraditional Fields

Nontraditional fields are identified as occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals usually employed in each such occupation or field of work. The state has identified the CTE program areas related to such occupations or fields of work.

## Single Parents, Including Single Pregnant Women

At the secondary level, a single parent, including single pregnant woman, means an individual who meets all the following criteria:

- Age 19 or below
- Without a high school diploma
- Unmarried or legally separated from their spouse
- Pregnant or has a minor child or children for which the parent has custody or joint custody

## Displaced Homemakers

A displaced homemaker is an individual who meets the following criteria:

- Has worked primarily without compensation/pay to care for a home and family and, for that reason, has diminished marketable skills
- Has been dependent on the income of another family member, but is no longer supported by that income or is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42.U.S.C. 601 et. seq.) not later than two years after the date on which the parent applies for assistance under this title
- Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment

Displaced homemakers are usually served through adult or postsecondary education programs.

## Individuals with Limited English Proficiency

An individual with limited English proficiency means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and

- a. whose native language is a language other than English, or
- b. who lives in a family or community environment in which a language other than English is the dominant language.

Secondary CTE programs serve only secondary LEP students.

## What is Supplementary Services for Special Populations?

Supplementary services for special populations students is an umbrella term used to refer to a broad range of additional services provided to assist special populations students to successfully enter and complete career and technical education programs. These services include direct services to students, such as those provided by paraprofessionals assigned to their CTE class/lab. A partial listing of supplementary services that could be provided to special populations groups follows. The listing provides examples only and is not exhaustive of the services that might be provided.

## Supplementary Services for Special Populations Students

- Outreach and recruitment materials offered in a manner in which they can be reached
- Assessment with interpretation for meeting student needs for services
- Provide paraprofessional support staff in CTE classroom/laboratories who complement, supplement, or reinforce program requirements
- Additional guidance and counseling
- Monitoring of student progress on a defined schedule with interventions as needed
- Attendance monitoring
- Mentoring/coaching on career and technical education competencies
- Test preparation assistance
- Use of applied math, science, and communications teaching materials

- Staff training provided in strategies for working with special populations students
- Providing child care for students who are single parents
- Collaborating/cooperating/coordinating with other school personnel to provide services
- Collaborating/cooperating/coordinating with community agencies to provide services
- Social/personal intervention through coordinated counseling support
- Individualized and small group activities and instruction
- Workplace readiness skills support
- Documentation and review of support services provided and the results
- Academic support services for special populations students
- Transportation assistance
- Credit generation from integrated academics
- Work-based education support
- Job placement matching and follow-through

While services may not be necessary for all students, additional assistance is required for some members of special populations to assure success in their CTE programs, to increase retention, and to assist successful transition upon program completion. Dually enrolled students should be encouraged to contact the special populations coordinator/Student Support Services Office at the postsecondary institution to request assistance and/or services.

### Students with Disabilities

*What is an “Accommodation” and How is it Different From a Service?*

Accommodations are adjustments that are only available to students based on the documented disability. Students who have a documented disability have an IEP or 504 plan. The accommodation(s) specified in their IEP or 504 plans are available to the student. The accommodations assist and support their successful achievement. All students are expected to meet the “Program Standards” specific to their CTE program. Examples of accommodations:

- Textbooks on tape
- Enlarged print
- Extended testing time
- Quiet testing place
- Oral testing
- Sign Language Interpreters
- Note takers
- Classroom modification – learning station, equipment, delivery of materials
- Reader
- Language Support
- Assistive Technology

### Transition Services

The Individuals with Disabilities Education Act mandates transition services for youth with disabilities. The Act requires that plans for transition be included in each disabled student’s Individualized Education Plan (IEP). When students with disabilities are enrolled in career and technical education programs, the career and technical education staff must assist in the planning and implementation of the IEP and in establishing and implementing transition requirements.

Transition services are comprised of a process used to develop and implement an approach for either employment or additional training for students with disabilities. Such services are a part of a coordinated set of activities for these students designed within an outcome-oriented process that promotes movement from school to post-school activities. Transition services can include, but are not limited to services supporting any of the following:

- Movement from secondary to postsecondary education

- Movement into additional career and technical education training
- Movement into employment (subsidized or unsubsidized)
- Independent living
- Positive community participation

Collaboration between and among special education staff, career and technical education staff, academic educators, local agencies, parents, students, placement staff, and employers is the key ingredient leading to the success of transition planning and implementation.

## Instructional and Assessment Accommodations

Accommodations are changes in materials or procedures that provide access to instruction and assessments for students with disabilities. They are designed to enable students with disabilities to learn the same content as their peers without the impediment of their disabilities, and to show their knowledge and skills rather than the effects of their disabilities.

## Examples of Instructional and Assessment Accommodations

### Materials/Curriculum

- Alternative assignments demonstrating the same competency
- Substitute materials with lower reading levels
- Decrease length of assignments (break up into smaller chunks)
- Copy pages so students can mark on them
- Provide examples of correctly completed work
- Early syllabus
- Advance notice of assignments
- Tape-recorded versions of printed materials

### Methods/Strategies

- Highlight key points to remember
- Eliminate distractions by using a template to block out other items
- Have student use a self-monitoring sheet
- Break tasks into smaller parts to do at different times
- Use study partners whenever reading or writing is required
- Secure papers to work areas with tape or magnets
- Present information in multiple formats
- Use listening devices
- Use assistive technology (e.g. screen readers)

### Assessment Accommodations

#### Setting

Study carrel  
Special lighting  
Separate room  
Individualized or small group

#### Presentation

Repeat directions  
Larger bubbles on multi-choice questions  
Sign language presentation  
Magnification device

#### Timing

Extended time  
Frequent breaks  
Unlimited time

#### Response

Mark answers in test booklet  
Use reference materials (e.g., dictionary), as allowed  
Word process writing sample

#### Scheduling

Specific time of day  
Subtests in different order

#### Other

Special test preparation techniques  
Out of level test

# Career Development Activities

## Career Development

Career development is a complex process of acquiring the knowledge, skills, and attitudes necessary for an individual to make work a meaningful, productive, and satisfying part of life. The career development process requires a continuum of planned activities including career awareness, exploration, decision-making, and educational planning. These activities are designed to maximize the capabilities of all learners to explore, to analyze options, to understand one's own interests and abilities, to select educational preparation for, gain entry to, and to succeed in career choices throughout life. The specific activity categories of career development are career clusters, comprehensive guidance and counseling, career assessment, career awareness/exploration, and education development plan.

## Career Clusters

A career cluster is a grouping of occupations and broad industries based on commonalities. The 16 career clusters provide an organizing tool for schools. The cluster foundations represent the knowledge and skills, both academic and technical, that all students within the cluster should achieve regardless of the career specialty chosen. All cluster foundations support basic Michigan Merit Content Expectations for high school students. The pathways in the 16 clusters represent the knowledge and skills necessary to pursue a full range of career opportunities, ranging from entry level to management, including technical and professional career specialties. The career specialties represent the full range of career opportunities within each cluster pathway.

The 16 career clusters have been identified to cover all career opportunities regardless of educational requirements:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, Audio/Video Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Personal aptitude and interests are important factors as students begin to identify career opportunities. Career clusters give flexible identity and structure to the student career choice process, as well as to educational programs and services that contribute to the career preparation of students.

## The Michigan Comprehensive Guidance and Counseling Program (K-12)

Within the K-12 system, the Michigan Comprehensive Guidance and Counseling Program (MSCA, Revised Edition, 2005) provides a method for school counselors in coordination with other educators to organize their efforts to assure that all students will acquire and demonstrate competencies in the areas of academic, personal-social, and career development. Working collaboratively with students, parents/families, teachers, administrators, and the community, school counselors deliver the program through four broad components: Guidance Curriculum, Individual Planning, Responsive Services, and Systems Support. Counselors may use any one or all of these approaches to provide for the career development of their students.



A scope and sequence of career development activities can be designed and implemented based upon the student benchmarks listed in the comprehensive program in collaboration with total school planning efforts. Schools will want to provide students a sufficient number of these activities from elementary grades through high school so that students will develop a depth of understanding that supports a career decision-making process and the completion of educational development plans (EDPs). Information for counselors, including the EDP, may be found at: [www.michigan.gov/mde/0,1607,7-140-38924\\_52164---.00.html](http://www.michigan.gov/mde/0,1607,7-140-38924_52164---.00.html).

### **Career Assessment**

Career assessment includes formal and informal measures and inventories that assist learners in understanding their career interests, aptitudes, and abilities. By comparing the results of various assessments and personal observations over time, learners are able to identify their strengths and preferences, determine career directions, and make career decisions including the selection of a career cluster. Counselors oversee the assessment process, provide interpretation to students and their families, and assist students in using results in educational planning. Information gained through career assessment is helpful in developing a student's education development plan.

### **Career Awareness and Exploration**

Career awareness and exploration embody two complementary and integral activities important to the Career Development process. Career awareness focuses on using a variety of resources to introduce students to a broad range of career options. Career exploration expands on this informational process by providing students with experiential learning opportunities.

Career awareness activities in elementary and middle school help expand student understanding of the world of work by identifying career clusters and specific occupations within them, developing respect for workers in all fields, locating and researching information about specific occupations, and developing an initial understanding of educational and training requirements.

Continuing this awareness process, high school students need to be provided current, comprehensive, and indepth information about careers, including detailed descriptions of typical duties, responsibilities, and tasks, projections on employment openings (local, state and national), an understanding of working conditions, current income and benefits ranges, educational requirements and opportunities, and opportunities for advancement.

Career fairs and other opportunities to interview workers/experts in various fields provide students the benefit of questioning and learning from adults with current first-hand experiences. Career awareness activities also provide students with a better understanding of the changing nature of careers due to technological advances, the impact of a global economy, and the anticipation of the need for individuals to change careers several times during the course of a lifetime.

Career exploration focuses on learning about the characteristics of various career options through investigation that involves direct and hands-on experiences. The process typically begins in elementary and middle school with activities that include interviewing workers and experimenting with work tasks from various career clusters and occupational categories to provide insight into the characteristics of these occupations, as well as personal interests and strengths. In high school, emphasis is placed on further understanding career clusters, exploring employment opportunities and future trends, and engaging in activities that are individualized on the basis of a learner's interests, aptitudes, and preferences. For most people, the career exploration process continues throughout a person's educational and work life.

### **Education Development Plan**

The Revised School Code (380.1278b(11)) states that, "The board of a school district or board of directors of a public school academy shall provide the opportunity for each pupil to develop an educational development plan during grade 7, and shall ensure that each pupil reviews his or her EDP during grade 8 and revises it as appropriate before he or she begins high school. An educational development plan shall be developed, reviewed, and revised by the pupil under the supervision of the pupil's school counselor or another designee qualified to act in a counseling role under section 1233 or

1233a selected by the school principal and shall be based on high school readiness scores and a career clusters program or similar career exploration program. An educational development plan shall be designed to assist pupils to identify career development goals as they relate to academic requirements."

An EDP documents an ongoing process in which a learner identifies both career goals and a plan of action to achieve them. The EDP does not take the place of, but works in conjunction with, a student's individualized education program (IEP) or personal curriculum (PC) modification.

All students are required to develop an EDP with guidance from school advisors. When applicable, parents and community contacts should also be included. EDPs are "living" documents, updated as student interests and abilities become more obvious and focused. For additional information on the requirements for, the development of, and use of EDPs please see: [http://www.michigan.gov/documents/mde/MDE\\_EDP\\_10-2-09\\_296459\\_7.pdf](http://www.michigan.gov/documents/mde/MDE_EDP_10-2-09_296459_7.pdf).

By preparing the initial EDP in middle school, students can better plan their high school curriculum to meet their post-school goals. The EDP is a secondary/postsecondary planning tool to direct the student's educational plan and career planning activities. Schools use paper EDPs, electronic EDPs, or web-based systems such as My Dream Explorer or Career Cruising to help students write their education and career goals, including strategies and high school classes that will help them reach these goals. In addition, a free online career exploration course called CareerForward (cFWD) is available through Michigan Virtual University as a resource. The cFWD course provides a good starting point for students to explore the world of work in the 21st century. For more information, visit: <http://nroc.careerforward.org/careerforward/mvu/default.htm>.

### **IEP/EDP Alignment: Transition**

The passage of the Michigan Merit Curriculum in April of 2006 established a requirement for schools to assist students with the development of an EDP in grades 7 and 8. The *Individuals with Disabilities Education Act* (IDEA) requires that students eligible for special education programs and services have an IEP.

The EDP and the IEP are distinct documents. However, as students move into high school, the documents share a common goal of improved postsecondary outcomes for students. The guidelines for developing the EDP outlined in this document align with and complement many of the IEP requirements stated by the IDEA. The IDEA requires educators to gather information about a student's interests and strengths through an age-appropriate transition assessment and to develop measurable postsecondary goals in the areas of education, training, employment, and when appropriate, adult living. Information gathered during the EDP process could prove valuable in developing areas of the transition IEP.

Transition services must be in place for students with disabilities who are over the age of 16. Transition services are defined as a coordinated set of activities that focus on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities. The transition IEP contains the transition services (including courses of study) needed to assist the child in reaching their postsecondary goals. The EDP outlines the course of study in a way the IEP typically does not. The EDP may document courses and course sequence where specific content will be learned while the IEP speaks specifically to the programs, accommodations and modifications, and services that are necessary to support the student's success. Together, these two documents complement each other in supporting the student toward the EDP goals.

The EDP can provide support and documentation for a personal curriculum (PC) modification. Students with a disability requesting a PC must have a modification aligned to their EDP. The student may be granted a PC modification not otherwise allowable if the modification is consistent with both the student's EDP and the student's IEP.

# Section G



## Technical Assistance Activities

Overview of Units Within the  
Office of Career and Technical Education

Technical Review, Assistance, and Compliance (TRAC)

Professional Development

Financial Guide for CTE Programs

Civil Rights Compliance

## Overview of Units Within the Office of Career and Technical Education

The Office of Career and Technical Education (OCTE), Michigan Department of Education, has responsibility for the major career education initiatives that affect learners K-12 and beyond. Staff members are involved in curriculum development activities, grant planning and management, and providing professional development for teachers and administrators throughout the state.

**Mission:** Prepare students so they have the necessary academic, technical, and work-behavior skills to enter, compete, and advance in education and their careers.

OCTE is comprised of three Units and the Director's Office:

### Director's Office

The Director's Office provides leadership for OCTE and direction for effective day-to-day operations that support the Department of Education in meeting its goals for the successful integration of excellence, integrity, inclusion, and teamwork into workplace initiatives. It is also responsible for the administration, support, and management of career and technical education (CTE) programs, partnerships, and federal and state legislation. The office works collaboratively with departmental executives, commissions and boards, and other state agencies on a routine basis.

### Education and Employer Partnership Unit

The Education and Employer Partnership (EEP) Unit fulfills the extremely important role of fostering communication and collaboration between employers and the education community, as well as cooperation between the secondary and postsecondary levels within education. Staff within the Unit support partnerships.

The Unit works with local and regional CTE administrators to assure that they have the appropriate education, certification, and work experience to oversee CTE programs in high schools, area career centers, and regional programs. The Unit also works with counselor education training institutions to assure that counselor education programs include activities and quality outcomes related to the Michigan Comprehensive Guidance and Counseling programs and national counselor standards and benchmarks.

The EEP Unit implements programs designed to build partnerships within the educational community that benefit students and employers. Some of these include:

- review and approval of CTE administrators (administrator reimbursement)
- advisory and referent groups and business and industry (to ensure quality programming)
- counselor preparation programs and the Michigan Department of education, Office of Professional Preparation services
- CTE program advisory groups
- support development of articulated programs (2+2+2) with postsecondary education
- technology education
- the transitions network
- office of civil rights compliance review (CRCR) monitoring
- support career development and career counseling and implementation of the michigan comprehensive guidance and counseling program
- professional development for CTE educators and administrators
- provide leadership for:
  - competitive requests for proposals (RFPs)
- coordination and leadership for the annual Career Education Conference

## Career Planning and Education Unit

The Career Planning and Education (CPE) Unit is primarily responsible for state-level approval, administration, and evaluation of career and technical education programs for secondary school students. The Unit provides technical assistance for the development of new programs and the administration and improvement of existing programs through program monitoring activities.

The Unit works with CTE administrators and the Michigan Department of Education, Office of Professional Preparation Services, to assure that teachers of CTE programs at the secondary level have appropriate work experiences and educational background to meet the teacher certification requirements for the program area to be taught.

The CPE Unit also works with CTE teacher training institutions to assure that teacher-training programs include Quality Indicators related to state program standards and benchmarks and, where appropriate, to National Program Standards. The Unit also cooperates in the development of Michigan Tests for Teacher Certification, when such tests are developed for CTE program areas.

Additionally, the CPE Unit provides guidance and technical assistance related to program issues in planning and coordinating activities to support the implementation of state and federal career and technical education legislation including the Carl D. Perkins Career and Technical Education Act of 2006 and the State School Aid Act, Section 61a(1).

Among the activities carried out by CPE staff to support implementation of state and federal legislation are the following:

- review and approval of CTE programs
- CTE program curriculum development and revision and alignment to national career clusters
- CTE program reviews and monitoring
- development of work based education guidelines
- professional development for CTE program personnel
- monitor student services/special populations support services
- monitor career and technical education student organizations
- Perkins career and technical education local and regional planning
- support aligning secondary and postsecondary curriculum
- teacher education institutions
- dual enrollment
- teacher certification

## Data, Accountability, and Technical Assessment Unit

The Data, Accountability, and Technical Assessment (DATA) Unit is responsible for collecting and reporting data, data evaluation, and research activities for Carl D. Perkins Title I (CTE Perkins) and Title II (Tech Prep) and for Section 61a(1) of the State School Aid Act.

The Unit oversees the continual development of the statewide Career and Technical Education Information System (CTEIS) to facilitate data collection and the facilitation and coordination of the Technical Review, Assistance and Compliance (TRAC) monitoring system.

The staff consists of professionals in career and technical education, research, evaluation, data analysis, assessment, measurement, and administrative support. The following are major initiatives and functions of the DATA Unit:

- Carl D. Perkins grants data reports
- State School Aid Section 61a
- CTEIS and other data collection
- Follow-Up survey
- Career and technical education assessment selection
- Career and technical education assessment implementation and coordination

## Technical Review, Assistance and Compliance (TRAC)

TRAC is a system for onsite review of grant recipients, providing technical assistance and assessing compliance with state and federal laws and policies that govern funding administered by the Office of Career and Technical Education (OCTE).

### Purpose of System

The TRAC system insures that all requirements are met by recipients and provides technical assistance for continuous improvement of state-approved career and technical education (CTE) programs.

### Intended Outcomes

- Verification of program quality and student performance
- Assurance that funds have been expended appropriately and are used in compliance with state and federal policies and mandates. This includes Title I (secondary) and Title II (Tech Prep) of the Carl D. Perkins Act and Section 61a(1) of the State School Aid Act
- Protection against waste, fraud, and abuse
- Identification of needs and provision of technical assistance
- Identification of promising practices

### TRAC Process

Each year, OCTE staff visits 20% of the regions receiving funding. The visits have four components of review: federal and state grant processes, financial information, data, and approved CTE Instructional Program (CIP) Self Review.

The grant, finance, and data components involve verification of compliance through desk audits and onsite documentation reviews. Interviews for data and finance are also conducted with appropriate regional and local staff. For the CTE program review, OCTE program staff perform desk reviews and visit specified classrooms targeted partially on the basis of CIP Self Review Annual Report information.

Additionally, the process includes a post-visit report of findings and submission of a compliance plan if there were one or more “Non-Compliance/Action Required” findings in the report. Evidence verifying that corrective actions were implemented is maintained for six years by the region.

### Targeted Monitoring Visits

In addition to the TRAC five-year cycle of onsite visits, OCTE may conduct targeted visits. Selection of targeted sites may be made based on the results of the annual risk analysis. Visits may also be scheduled at the request of a subrecipient for technical assistance.

## Professional Development

The Office of Career and Technical Education (OCTE) provides professional development to identified stakeholders. The OCTE has an active professional development committee that coordinates and plans professional development activities for the areas of secondary career and technical education educators on a regular basis.

OCTE staff meets with referent groups and sends electronic surveys to obtain input to identify the needs of the field and receive recommendations. Consultant staff identifies the needs for specific programs and works in collaboration with professional organizations or other resources to assist in providing a quality experience for instructional staff, administrators and others implementing approved secondary CTE programs and postsecondary alignment programs.

Ferris State University (FSU), Conference and Professional Services, assists OCTE in the coordination of these services. Schedules of professional development activities are distributed by OCTE on a regular basis for educators, administrators, and their staff members, and are available on the FSU website at: <http://www.ferris.edu/cps/>.

OCTE has supported the development and operation of the MCCTE since 1975. MCCTE provided professional development and technical assistance support, as well as serving as a resource center for career and technical education (CTE). Faced with an increasing focus on curriculum, research, and assessment, OCTE decided in 2006 to separate these functions from the professional development activities. The OCTE supports the following two competitive grant projects:

1. The **Michigan Center for Career and Technical Education** (MCCTE) provides assistance to OCTE in educational research, CTE curriculum development, and assessment. Services include:

- Educational research, evaluation, and assessment
- Ongoing CTE program improvement technical assistance
- Information dissemination via a state-of-the-art web portal
- State-of-the-art meeting, training and conference facilities including web casting and video-conferencing

MCCTE Website: <http://navigator.mccte-fsu.org>

2. The **Career and Technical Education Professional Development** (CTEPD) contractor provides expertise in planning and coordination of training, technical assistance, and professional development activities for CTE educators and staff. Services include:

- Coordination and assistance with professional development and curriculum development meetings, conferences, and workshops, including registrations, facility arrangements, presenter contracts, and resource materials
- Meeting and conference evaluations
- Manage meeting and conference finances

CTEPD Website: <https://cptscps.ferris.edu>

# **Financial Guide for Career and Technical Education Programs**

## **Section I – Purpose and Background**

- A. Introduction
- B. History of Carl D. Perkins Federal Funds

## **Section II – Federal Administrative Requirements**

- A. Financial Management
- B. Procurement
- C. Property Management

## **Section III – CTE Perkins Requirements**

- A. Funding Policy
- B. Funding Formula
- C. Supplement, Not Supplant
- D. Level of Effort
- E. Time Distribution
- F. Property Management

## **Section IV – Office of Career and Technical Education Procedures**

- A. Application Preparation
- B. Budget Preparation and Revision
- C. Technical Skill Assessment Grants
- D. Post Award Administration
- E. Compliance Monitoring
- F. Evaluation
- G. Audit
- H. Financial Closeout (Final Expenditure Reports)

## **Section V – Public School Funding**

- A. State School Aid
- B. Public School Accounting
- C. State Aid Process within OCTE

## **Section VI – Noncompliance Provisions**

- A. Noncompliance Conditions
- B. Provisions for Withholding Recipient Funds
- C. Procedures for Fund Recovery
- D. Review Procedures for Contested Decisions

## **Section VII – Assurances and Certifications for Federal Programs**

## **Section VIII – Resources**



## **I. Purpose and Background**

### **A. Introduction**

The numerous responsibilities for managing a federal grant can be categorized as programmatic and fiscal/administrative. This guide has been developed to provide career and technical education (CTE) administrators, Perkins grant coordinators, and grant managers with the necessary information about requirements and procedures used for the effective financial administration of federal and state CTE funds.

The information contained in this guide is a summary of requirements contained in federal and state statutes, regulations, policies and manuals. This guide does not include all legal requirements applicable to CTE programs nor is it intended to provide legal advice.

### **B. History of Carl D. Perkins Federal Funds**

As early as 1917, Congress has recognized the social and educational need for vocational education in public schools. The Smith-Hughes Vocational Education Act was passed “to provide for the promotion of vocational education; to provide for cooperation with the states in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the states in preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure.” The legislation was “especially designed to prepare workers for the most common occupations in which the great mass of our people find useful employment”.

In the 1960s, Congressional action expanded the role and scope of vocational education with the Carl D. Perkins Act, focusing on improving vocational programs and serving special populations. In the 1990s, the Act reflected the education policies and reform efforts of the time. There was emphasis on the integration of vocational and academic instruction and added Tech Prep to make Perkins a tool for educational reform by linking vocational education more closely with academics and with instruction at the postsecondary level. The amendments of 1998 added increased references to technology, training teachers in technology, and distance learning. The intent was to ensure that programs receiving funds under the Act responded to economic and employment needs. The amendments of 2006 focused on rigorous academic and technical skills as well as preparation for postsecondary education through programs of study. Perkins continues to be a vehicle to promote the preparation of students for the skills that are needed by business and industry for the global economy.

Michigan has participated in the federal Carl D. Perkins programs since inception, with both CTE Perkins and Tech Prep initiatives. These funds are considered “flow-through funds” in that the states are the means for distributing the funds directly to the schools. The federal legislation that authorizes the funding contains required activities that recipients of the funds must follow. Therefore, there are no discretionary funds available for schools or consortia – the activities must meet the intended purpose of the law. The Office of Career and Technical Education administers the CTE Perkins grants in Michigan. Eligible recipients of funding are public local educational agencies and consortia that provide career and technical education programs and services.

The Perkins funds are distributed electronically as a reimbursement of expenditures to eligible regional fiscal agents throughout the state. Eligible recipients are required to develop and submit long-range regional plans to align with the purpose and intent of the Perkins legislation. These plans address the long-term goals and objectives for CTE and tech prep partnerships in the region.

In addition to a long-range plan, an annual application must be submitted each year that identifies the projects that will be completed during each fiscal year to reach the long-term goals and objectives and to continually increase student performance as measured by the Perkins Core Performance Indicators. CTE Perkins funds may only be used to fund projects that support state-approved career and technical education programs.

Tech Prep funds were used to support secondary/postsecondary articulated programs through the 2010-11 grant year. Funding for Title II, Tech Prep, was discontinued by Congress as of July 1, 2011, however the Tech Prep provisions of the Act remain in effect.

## **II. Federal Administrative Requirements**

The application for funds contains both general grant assurances and certifications that are contained in all federal applications, as well as specific assurances pertaining to the Carl D. Perkins Career and Technical Education Act of 2006. These assurances must be certified electronically by authorized administrators (superintendent, regional CTE administrator, etc.). The assurances applicable to CTE Perkins are listed in Section VII – Assurances and Certifications.

Acceptance of federal grant funds is accompanied by requirements for strict compliance with terms, conditions, and regulations. Since grants are awarded to an institution, not an individual, the grantee organization accepts full legal responsibility for the program and for fulfilling the granting agency requirements.

There are three components that are essential to an integrated federal grant management system: 1) financial management; 2) procurement standards; and 3) property management. The following discussion of these three components summarizes the requirements. A more in-depth description of the implementation of these components for CTE Perkins is contained in Section III.

### **A. Financial Management**

Fiscal control and accounting procedures of federal grant recipients must be sufficient to: (1) permit preparation of required reports, and (2) permit the tracing of funds to a level of expenditures adequate to establish that funds have not been used in violation of the restrictions and prohibitions of applicable statutes. The financial management system of grantees must meet the following standards:

#### **1. Financial Reporting**

Accurate, current and complete disclosure of the financial results of financially assisted activities must be made in accordance with the financial reporting requirements of the grant.

#### **2. Accounting Records**

Financial transactions of an approved project should be distinguished in the accounting records from other projects and identified with the federal and/or state program under which it is funded. Project expenditures should be recorded within the function code and object classifications defined in the *Michigan Public School Accounting Manual*.

#### **3. Internal Controls**

Internal controls are methods to help program and financial staff achieve program results and safeguard assets, ensure the reliability of accounting data, and comply with management policy, grant terms and conditions. These include the plan of organization, methods and procedures adopted by management to meet program goals, processes for planning, organizing, directing, controlling, and reporting on agency operations. In summary, federal grant recipients are required:

- To have controls in place
- To assign staff that are trained to use the controls
- Be certain that the controls are actually followed and are working

#### **4. Budget Control**

Actual expenditures must be compared with budgeted amounts for each grant.

#### **5. Allowable Costs**

Costs charged to a federal grant must be allowable according to the United States Office of Management and Budget (OMB) Circular A-87, program regulations, and the terms of the grant agreement. Generally, costs cannot be considered allowable under federal grants unless they:

- Are **necessary** and **reasonable**
  - Must be necessary for the performance or administration of the grant
    - Is it really needed?
    - Does it meet the minimum necessary requirements, or does it contain all the “bells and whistles”?
  - Must follow sound business practices
    - What would the prudent person do?
    - Do I have the capacity to use it?
    - Could I comfortably defend this purchase, or would I be embarrassed?
  - Must pay fair market value
    - Can I prove that I paid fair market value?
- Are **allowable** to the grant program
- **Comply with the limitations** of a grant agreement as well as other applicable federal and state laws and regulations
  - If you can’t pay for something with state or local funds, you can’t use federal funds either
  - Are allocated to the grant on a basis consistent with policies that apply to all activities of the grantee. (Incidental use by a non-Perkins program may be allowable as long as it does not interfere with the primary use.)
  - Is the federal grant program charged in proportion to the value received by the program?
  - Can I prove the program benefited?
  - Can I prove other programs are not benefiting?
- Are **accounted for consistently** and in accordance with generally accepted accounting principles
- Have not been allocated to or included as a cost in any other federal award
- Are adequately **documented**

## 6. Source Documentation

Accounting records must be supported by source documentation such as purchase orders, purchase requisitions, contracts, invoices, receiving reports, payroll records and cancelled checks.

## 7. Cash Management

The grantee must minimize the time between making disbursements and drawing down funds for reimbursement.

## B. Procurement

Grant recipients must use their own procurement procedures which reflect applicable state and local laws and regulations, provided that the procedures conform to applicable federal law and the following standards:

1. Develop and maintain a written procedure for procurement transactions. The procedures must provide for a review of proposed procurements to avoid purchase of unnecessary or duplicative items.
2. Develop and maintain a written code of conduct for employees responsible for procurement transactions. The code of conduct must include a provision that no employee, officer or agent of the grantee shall participate in selection, or in the award or administration of a contract supported by federal funds if a conflict of interest, real or apparent, would be involved. Such a conflict would arise when:
  - The employee, officer, or agent
  - Any member of his immediate family
  - His or her partner

- An organization which employs, or is about to employ, any of the above, has a financial or other interest in the firm selected for award. The grantee's officers, employees or agents will neither solicit nor accept gratuities, favors or anything of monetary value from contractors, potential contractors, or parties to agreements. Grantee may set minimum rules where the financial interest is not substantial or the gift is an unsolicited item of nominal intrinsic value
3. Ensure that procurement transactions provide for full and open competition to the extent practicable and that no contract be made with a vendor that has been suspended or disbarred. (check the Excluded Party List at <http://www.epls.gov/>).
  4. Conduct some type of cost or price analysis and include the analysis in the grant file.
  5. Include in all contracts any specific provisions identified in the administrative requirements.
  6. Maintain a contract administration system that ensures that contractors comply with the terms and conditions of the contract.

### **C. Property Management**

Subrecipients are required to provide reasonable assurance that proper records are maintained for equipment acquired with Federal funds, that equipment is adequately safeguarded and maintained, and that disposition of such equipment is done according to regulations. The agency's property management policies and procedures should address the following three classes of property:

- Equipment: Defined as tangible personal property with a unit acquisition cost of \$5,000 (or a lower value if set by the agency) and a useful life of one year or longer; and
- Valued, Non-Capitalized Property (VNCP): Defined as tangible personal property that does not rise to the level of equipment but which is nevertheless vulnerable to theft (laptops, printers, phones, etc.); and
- Supplies: Defined as tangible personal property that is neither equipment nor VNCP, and which is generally consumed in the course of use.

The property management system must include the following:

- Property records for equipment and valued, non-capitalized property that include the description, serial number or other identification, title information, acquisition date, location, use and condition, and ultimate disposition;
- Physical inventory and reconciliation of the inventory results with the property records done at least every two years
- Property maintenance and disposition procedures

Further information on property management can be found in the Education Department General Administrative Regulations (EDGAR) §80.32.

## **III. CTE Perkins Requirements**

### **A. Funding Policy**

Funds generated by the Perkins formula are pooled at the regional (consortia) level. Each region/consortium receives its proportionate share based on the grand total of the amounts generated by constituent school districts and public school academies. Funds generated by an LEA or PSA shall be excluded from the statewide distribution formula if they choose not to participate in the regional consortium or they fail to sign a cooperative agreement. The following conditions may also impact the distribution of Perkins Federal grant funds:

1. Funds generated by a PSA that closed before July 1 of the current grant year shall be excluded.

2. A prorated portion of the funds generated by a PSA that closed after July 1 of the current grant year shall be excluded. For example, if a PSA closes in November, the region's federal grant award will be reduced by an amount equal to three-quarters (9 months divided by 12) of the funds generated by that PSA.
3. A prorated portion of the funds generated by a LEA or PSA whose status as a participating agency changes after July 1 of the current grant year shall be excluded. For example, if a LEA no longer meets the definition of a participating agency in January, the region's federal grant award will be reduced by an amount equal to one-half (6 months divided by 12) of the funds generated by that LEA.

Funds allocated to a regional consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for authorized programs. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only one member of the consortium.

Public School Academies (PSAs) (also known as charter schools) and schools funded by the Bureau of Indian Affairs are treated as local educational agencies for inclusion in the region. Michigan sends each fiscal agent a list of PSAs and Indian education programs in their region for which they must deliver services and treat as a LEA. An assurance of this relationship is required in the regional application for Perkins funding.

## **B. Funding Formula**

Allocations to regions (consortia) are distributed based on the following formula:

- 70% is distributed in proportion to the census poverty counts of individuals aged 5-17 for each participating district served by the LEA as a percentage of the state total
- 30% is distributed in proportion to the latest census count of individuals aged 5-17 residing in the district served by the LEA as a percentage of the state total. To be inclusive of charter schools, the most recent NCES student membership data will be used when no census data are available

Once funds are distributed to the regional fiscal agency/consortium, members of a consortium are reimbursed for expenditures based on approved regional activities.

## **C. Supplement, Not Supplant**

"Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities and tech prep program activities."

CTE Perkins funds are to be used to supplement the CTE programs generally offered with state and local funds. To be in compliance with this requirement, therefore, a recipient may not divert state or local funds from an activity merely because Perkins funds are available. In other words, the use of Perkins funds may not result in a decrease in state and local funds for a particular activity that, in the absence of the Perkins funds, would have been available to conduct the activity.

The following questions and answers are intended to provide examples to grantees that may help in clarifying this requirement.

- a. Does it violate the "supplement, not supplant" requirement if a school district uses Perkins funds to continue a program previously operated with state funds if the school district no longer qualifies for the state funds?

A recipient may have qualified for state funds to operate a program for at-risk students, for example, based on the number of such students attending the school district. If the number of students decreases and the area therefore no longer qualifies for the state funds, the school district may continue to operate the program with Perkins funds if the program addresses purposes of the Perkins legislation without violating the "supplement, not supplant"

requirement. There is no violation because the state funds would not be available, in the absence of Perkins, to continue the program previously provided. This, of course, presumes that the recipient would not fund the program out of any other non-federal funds in the absence of Perkins.

- b. May Perkins funds be used to replace the share of state funds previously used to support certain state-level activities without violating the “supplement, not supplant” requirement?

Under the “supplement, not supplant” requirement, a state must look at what educational activities it would support with state funds if Perkins funds were not available. If a recipient can demonstrate that it would have state funds available to fund particular activities or for some other reason would not have used state funds available to fund particular activities, then it may be possible to use Perkins funds to support those activities if they address purposes of the Perkins legislation without violation of the “supplement, not supplant” requirement. However, it is a violation of that requirement if a school district decreases state funds for particular activities because Perkins funds are available to support those activities.

- c. If a school district was not able to implement a project that was planned, how can they use the unspent funds on something else and not violate the “supplement, not supplant” requirement?

Perkins projects are approved on an annual basis to be used by the end of the fiscal year (June 30). If a budget adjustment was not approved prior to the end of the fiscal year, the funds may not be shifted. To do so would mean that the school district was replacing funds already spent with the unspent Perkins dollars. This would be supplanting.

- d. If a school district orders computer equipment that is paid for with both state funds and Perkins funds, and subsequently the state funds are not provided, would the use of Perkins funds to purchase the computer equipment be considered supplanting?

Federal requirements state that Perkins funds must be used to supplement and, to the extent practical, increase the level of funds that would, in the absence of the Perkins funds, be made available from non-federal sources. If the reduction of non-federal funds for the purchase of the computer equipment had occurred in the absence of Perkins funding, the use of Perkins funds for the same purpose would not be considered supplanting.

- e. If local funds for a particular program were reduced although the maintenance of effort requirement is met, would the expenditure of Perkins funds for that program constitute supplanting?

Compliance with the maintenance of effort requirement does not ensure that Perkins funds have not supplanted state and local funds. Even if there is no reduction in state and local funds overall and the maintenance of effort requirement is met, there is a supplanting violation if Perkins funds are used to supplant non-federal funds that would have been expended for specific programs in the absence of Perkins funding. Thus, the test to determine whether supplanting has occurred is not whether fiscal effort has been maintained, but whether the programs supported with Perkins funds would, in the absence of those funds, have been supported with state or local funds.

- f. If a school district uses Perkins funds to purchase basic lab materials, does that expenditure violate the “supplement, not supplant” requirement.

Perkins funds may not be used for activities that a recipient would, in the absence of Perkins funds, make available with non-federal funds. Presumably, in the absence of Perkins funds, a school district would have to purchase basic lab materials in order to provide instruction in the various occupational subjects. Thus, the use of Perkins funds to purchase this equipment that the school district would otherwise have to provide from local funds would violate the “supplement, not supplant” requirement. The school district, however, could use Perkins funds to purchase supplemental lab materials without violating that requirement.



#### **D. Level of Effort**

Local subrecipients must maintain a consistent level of expending and reporting nonfederal funds in support of career and technical education activities from year to year to avoid violating the non-supplanting requirement.

#### **E. Time Distribution**

Time and effort spent working on Federally funded programs must be documented for co-funded and 100% funded staff in compliance with OMB Circular A-87, Attachment B, Item 8h. Acceptable methods for co-funded staff include written schedules if they are documented by personnel activity reports (PARs) confirming that the schedules were followed (e.g., directors, secretaries, counselors). The PARs must be prepared at least monthly, be signed and dated by the employee, and account for the staff person's total activity. Time sheets and other records should be completed after the fact. Employees should never guess the amount of hours they will spend on federal programs before work is actually performed.

Instructional staff may use their lesson plans to confirm that their written schedules were followed if: (1) after-the-fact notes are made on those plans to indicate the completion of each scheduled activity; (2) the lesson plans account for the total time the employee is compensated; (3) the lesson plans are prepared at least monthly and coincide with one or more pay periods; and (4) the completed lesson plans are signed by the employee. If a district elects to use this method, it must retain the lesson plans as timekeeping records.

Paraprofessionals may use their regular time sheets as long as they; (a) reflect an after-the-fact distribution of their actual activity, (b) account for the total activity for which they are compensated, showing the hours or percentages for the programs they worked on, (c) are prepared at least monthly and coincide with one or more pay periods, and (d) are signed by the employee.

OMB Circular A-87 requires that when employees are expected to work solely on a single federal award or cost objective, charges for their salaries will be supported by periodic certifications that the employees worked solely on that program for the semi-annual period covered by the certification. These certifications must be prepared at least semi-annually and be signed by the employee or a supervisor with first-hand knowledge of the work performed by the employee. If a supervisor has first-hand knowledge of work performed by several employees each working on a single cost objective, the supervisor can use a blanket certification that lists all of the employees, the program that they worked on and the period covered. One supervisory signature would be adequate.

A "Time and Activity Report" is to be prepared by all employees paid from multiple fund sources. The report is to be completed for each pay period. Reports are to be approved and retained at the school district until completion of the next state and federal audits. School districts are responsible for the collection and retention of the reports. Multiple funded positions can be identified from spending plans budgeted at the beginning of the fiscal year. Employees paid from more than fund source should work and report the number of hours each pay period in accordance with the split for each fund source. Only work time is used in calculating the percentages; holidays and leave time are excluded when calculating time spent on each activity/program. Employees paid with 100% of a specific federal fund program must provide a statement twice a year that they work exclusively on federal activities related to the federal source.

#### **F. Property Management**

Perkins funds may be used to purchase instructional equipment and other tangible property needed for state-approved career and technical education programs. Purchasing equipment and tangible property for CTE programs must meet the procurement standards outlined EDGAR §80.36.11

Items purchased with federal funds must be used by students within state-approved career and technical education programs and must be physically located within the appropriate classroom or laboratory. Equipment, as used here, is defined as tangible, nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit. Tangible property, as used here, is defined as items having a useful life of one year or more no matter the unit cost.

**In order to comply with the more stringent federal interpretation of assets (defined here as equipment and tangible property), OCTE will require grantees to include all such assets in their property management system beginning with the 2012-13 grant year.**

Written prior approval is required for purchasing equipment in the CTE Perkins grant. Other valued, non-capitalized property items, such as personal computers, printers, laptops, etc. may be purchased with CTE Perkins funds. Only instructional equipment purchased after grant approval during the fiscal year for which the application is effective will be eligible for reimbursement.

Items shall be maintained in inventory for three years after purchase. Refer to EDGAR §80.30 for regulations for equipment and §80.36 for procurement standards.

#### **IV. Office of Career and Technical Education Procedures**

This section describes how the Office of Career and Technical Education implements the requirements for CTE Perkins grant. OCTE expects that local education agency staff associated with this grant to actively participate in the following responsibilities:

- Application Preparation
- Budget Preparation and Revision
- Technical Skills Assessment Grants
- Post Award Administration
- Compliance Monitoring
- Evaluation
- Audit
- Financial Closeout (Final Expenditure Report)

##### **A. Application Preparation**

The CTE Perkins grant application is completed and submitted through the Michigan Electronic Grants System (MEGS) located at: <https://megs.mde.state.mi.us/megs/login.asp>. The legacy MEGS system will be replaced by MEGS Plus beginning with the 2012-13 CTE Perkins application. MEGS+ is located at <https://mdoe.state.mi.us/MEGSPplus/login2.aspx>.

##### **B. Budget Preparation and Revision**

The grant budget is an estimate of the cost of the activities proposed in the grant application. Communication between fiscal and program staff is essential. The CTE Perkins application budget is prepared once Core Performance Indicators (CPIs) and corresponding grant activities have been selected on MEGS. Function codes for required and permissive activities are selected on the basis of the appropriate use of funds (see *CTE Perkins Use of Funds Guide*.)

When a participating agency in the consortium, other than the fiscal agent, will incur expenses greater than \$15,000 for approved grant activities, the budget for these expenses should be developed at the participating agency level in MEGS. The fiscal agent's budget will sum the amount of these flow-through funds into function code 411, Outgoing Transfers (for secondary participants), or 441, Outgoing Transfers (for postsecondary participants.) Instructions for procedures developing participating agency budgets are located on the Applicant Menu on the MEGS application under "Consortium (Flow-Through Funds)."

Direct costs are those that can be identified with a specific cost center established for the accumulation of costs. Typical examples of direct costs to a grant program include:

- compensation of employees for the time devoted and identified specifically to the performance of the grant program
- cost of materials acquired for the grant
- approved tangible property or equipment
- expense items or services contracted or furnished specifically for the grant



Recipients must be sure to include state and local funding for CTE activities in the nonfederal portion of the budget. To avoid the appearance of supplanting, the nonfederal contributions should be maintained at the same level from one year to the next.

During the year, funds for various projects may shift related to the actual costs incurred. A transfer of funds between line items that exceeds 10% of the original approved grant budget necessitates a request for budget revision. It may also require a change to the Action Plan and activities related to that line item. Appropriate forms with an explanation for the adjustment and a copy of the new budget must be submitted for approval 30-60 days before dollars can be expended for the projects. A reconciliation of the approved budget to actual expenditures should be done routinely. Clear communication is necessary between the regional CTE administrator, project or grant coordinator, and the business officer before submission of the budget adjustment.

The fiscal year ends June 30. Final revised budgets must be submitted prior to June 1. Adjusted budgets submitted after this date will not be approved and may be found in non-compliance.

### **C. Post Award Administration**

#### **1. Notification**

The fiscal agent may print a hard copy of the Grant Award Notification from MEGS once the application is approved. The program project number, source code, and the approved amount are then made available in the Department of Education's Cash Management System (CMS). Grantees may not begin to obligate funds until the later of the following dates:

- a. July 1
- b. The date the applicant submits its application in substantially approvable form

#### **2. Reimbursement Procedures**

Reimbursement requests for CTE Perkins and Tech Prep grant funds are made through the Cash Management System (CMS). <https://mdoe.state.mi.us/cms/default.aspx>.

From the Main Menu, select "Requesting Funds for a Project (DS-4492)" and follow the following steps:

- Select the appropriate project.
- Enter Interim Cumulative Expenditures
- Save (CMS calculates current total cash request)
- Certify the fund request

### **D. Compliance Monitoring**

Fiscal agents for the CTE Perkins regional consortia have additional financial related responsibilities. These include: 1) maintaining fiscal records including monitoring expenditures against the approved budget; 2) disbursing grant funds to participating agencies upon request for reimbursement of the cost of approved and completed activities based on the regional application; 3) ensuring that all required reports are accurate and submitted by the due dates; and 4) be fiscally accountable for obligations and expenditures as required under the Single Audit Act and OMB Circular A-133.

Participating agencies have the following responsibilities: 1) maintain all necessary data and/or reports, including detailed financial transactions for costs incurred; 2) prepare all required reports and forward to the fiscal agency in time to meet due dates; and 3) be fiscally accountable for obligations and expenditures as required under the Single Audit Act and OMB Circular A-133.

### **E. Evaluation**

The Carl D. Perkins Career and Technical Education of 2006 requires that states establish a performance accountability system designed to assess the effectiveness of the state in achieving progress in career

and technical education programs. The state is required to continually make greater progress toward improving the performance of career and technical education students.

Each year, the state must submit a report to the Secretary of the United States Department of Education regarding progress in achieving the performance levels, including the performance of each group of special populations and Tech Prep. To avoid financial sanctions, a state that fails to meet at least 90% of an agreed upon performance level for any core indicator must submit an improvement plan in the fiscal year following the year in which it did not meet the state-adjusted levels of performance. The state must consult with appropriate agencies, organizations, and individuals in developing and implementing the improvement plans.

The Office of Career and Technical Education is required to evaluate local recipient (school district) performance using the state levels of performance. If a region fails to meet at least 90% of an agreed upon level of performance of any core indicator, the region must develop and implement a program improvement plan. The state will provide technical assistance to help a region that is performing unsatisfactorily.

If a region does not perform satisfactorily, does not implement an improvement plan, shows no improvement within one year of implementing an improvement plan, or has failed to meet at least 90% of an agreed upon level of performance for three consecutive years, the state may withhold some or all funds to the region under this title. Before withholding funds, an opportunity for a hearing will be granted. Funds withheld must, if an appropriate and effective use can be found, be distributed within the state to provide services and activities that meet the purposes of the Perkins Act.

## **F. Audit**

Career and technical education revenue and expenditures must be recorded according to the Michigan School Accounting Manual (Bulleting 1022). Each local and intermediate school district is required to have an annual audit of the district's financial records. Auditors will test for appropriate classification with regard to fund, function, and object code, therefore it is important that CTE personnel work closely with fiscal staff for proper financial reporting.

## **G. Financial Closeout (Final Expenditure Reports)**

### **1. Michigan Electronic Grants System (MEGS)**

End-of-Year Reports are submitted in MEGS in August following the end of the grant year. A MEGS report feature allows recipients to indicate final expenditures and activity outcomes based upon their originally approved budget and activities. The approved grant information is "rolled over" to the report section to assist recipients in completing the report. This report is in addition to the Final Expenditure Report (DS-4044) completed on the Cash Management System. The MEGS final expenditure report should be completed before starting the FER in CMS; this allows for a transfer of the budget and expenditure data from MEGS to CMS.

### **2. Cash Management System (CMS)**

A Final Expenditure Report (FER) is required on each project and is due 60 days after the end of the grant period. There are three steps that the recipient must make when submitting their FER. The first two, **entering** and **posting**, can be done by the same individual.

Select "Reporting Final Expenditures (DS-4044)" from the Main Menu. The list that appears will include all active projects past the project ending date, all active projects in which all funds have been paid, and reopened projects. The project and approved budget information are loaded from the MEGS system.

- "Select" the appropriate project from the list
- Enter the federal expenditures according to function and object codes
- Enter the non-federal expenditures
- Save

- “Post” the report when it is complete and there are no errors

The third step is **certifying** the FER. The person authorized to certify the FER must not be the same person that entered and posted it.

- Select “Certifying Final Expenditures (DS-4044)”
- “Posted” FERs are listed
- “Select” the appropriate project
- Review the information, make changes if necessary
- Click “I Certify”

## **V. Public School Funding**

### **A. State School Aid**

In the past, public schools were financed through a combination of State Aid payments and locally raised revenue (property tax mills). State Aid was provided through an equalization formula for general purpose and categorical aid. The equalization method guaranteed each district a minimum return per pupil for each mill of property tax levied. Districts could tax themselves at whatever rate voters approved. If the district’s local revenue per pupil exceeded the state’s guaranteed revenue, they were “out of formula” and received no general school aid. The state equalized value and millage rate formula created an opportunity for inequity in school funding.

In 1993, the Michigan legislature eliminated local school property taxes and the State Equalized Value (SEV) as a means of financing public schools. To replace the revenue to the School Aid Fund, proceeds from increased sales tax (4% to 6%), the cigarette tax, and other taxes help provide operating funds.

The mechanism for reformed school financing in Michigan is a foundation allowance. It is a per pupil amount that is a combination of State Aid and non-homestead property tax revenue. To receive the full foundation allowance, a district must levy local school operating mills on non-homestead property of 18 mills. The state payment per pupil is the difference between the district base amount (what a school received in 1993-94 per pupil) and the local revenue. The plan includes an annual increase in revenue per pupil. Lower revenue districts receive larger dollar and percentage increases while higher revenue districts received flat dollar increases.

### **B. Public School Accounting**

The Michigan Compiled Laws contain the legal requirements for school district accounting. The Compiled Laws, together with Administrative Code Rules governing school accounting, have the force and effect of law and are legally binding on Michigan’s local educational agencies. The Michigan School Accounting Manual is the required accounting manual for local educational agencies of Michigan.

The provisions of P. A. 621 (Uniform Budgeting and Accounting Act) became effective July 1, 1981. At that time, boards of education and school district administrators were required to come into compliance with the Act. The purpose is to provide the structure necessary for a close relationship between the administrator and the local school board with regard to the establishment of budgets and appropriations.

The Act also provides that the Superintendent of Public Instruction shall publish suggested manuals, forms, and operating procedures for use by local/intermediate school districts. The Superintendent is responsible for budget preparation and presentation to the school board and for the control of expenditures as presented in the budget and general appropriations Act. The Superintendent may assign the duty of preparation and administration of the budget to a fiscal office. Local districts must prepare a budget for the general school fund, debt retirement fund, and special education fund. Intermediate school districts must also include the special education fund, area vocational education fund, and the cooperative education fund. The school district must hold a public hearing on the budget before it is adopted as provided for in school laws.

### **C. State Aid Process within OCTE**

Each year, a school district is confronted with the task of achieving numerous educational objectives within available financial resources. The accomplishment of this task is more probable through School Aid categorical funding approved by the state legislature each year. These funds are for specific purposes and are awarded to eligible agencies in addition to the basic foundation allowance. The Office of Career and Technical Education implements and monitors the activities for the following sections of the State School Aid Act:

- Section 61a(1) Funding for Career and Technical Education Programs (Added Cost)
- Section 61a(2) Funding to Support CTE Administrators

The Office of Career and Technical Education calculates the categorical State Aid allocations:

- Section 61a(1) is based on expenditure data and enrollments. Funding for programs is distributed according to the established rank list based on wage, placement, and job outlook data
- Section 61a(2) CTE Administrator funding is proportioned to approved administrators, based on a combination of Perkins administration funding level and percent of time spent administering CTE programs

The roster of districts and allocations is sent to the School Aid Office. Payments are distributed through the State Aid funding process in 11 equal allocations throughout the year. Schools must report expenditures in the Schedule B form due each year in the fall.

### **VI. Noncompliance Provisions**

#### **A. Noncompliance Conditions**

For the purposes of the administration of state and federal funds, the following situations are incidences for which a school district may be found to be out of compliance with legislative regulations. All of these issues have a basis in the federal regulations for Perkins or the School Aid legislation:

- Incomplete, insufficient or late application materials
- Onsite monitoring (TRAC) finds the district or career center out of compliance with the established guidelines
- Insufficient or no progress made toward Core Performance Indicator levels
- Incomplete, inaccurate, insufficient, or late follow-up, enrollment, course information, and other data reports
- A budget that is not approved prior to the expenditure of funds
- Incomplete, insufficient, or late narrative or financial reports
- Non-submission of the annual Single Audit Act reports
- Inappropriate use of funding
- Non-submission of individual student enrollment data for all state approved CTE programs
- Failure to provide the Department with the necessary information to reasonably carry out its function under the Act

In circumstances where noncompliance has been established, state and/or federal funds may be withheld from an institution until the school district reaches compliance or funds may be payback/recaptured from the recipient.

#### **B. Provisions for Withholding Recipient Funds**

It is not the intent of the Office of Career and Technical Education to be punitive when issues of noncompliance are found. However, Perkins legislation is clear that the Office of Career and Technical Education must be provided with the information necessary to reasonably carry out its function under the Act. In the event that a participating educational agency is delinquent in submitting required data to the

fiscal agency, a specific request and deadline for the report or other required data shall be delivered in writing to the participating educational agency by the fiscal agency. If the participating educational agency is requested to return Perkins grant funds received for the fiscal year, they will be prohibited from receiving any such funds in the subsequent fiscal year.

Procedures for the withholding of funds for noncompliance must follow due process:

- When a noncompliance finding is identified, a telephone contact followed by a letter from the Office of Career and Technical Education will be sent to the Superintendent and the CTE administrator
- Within 30 days of the date of the letter, the Superintendent or designee is expected to review the findings and respond to the Office of Career and Technical Education
- Within 30 days of the date of the response letter, the Office of Career and Technical Education will contact the Superintendent or designee to discuss the finding, procedures, and timelines for corrective action and/or other appropriate response

### **C. Procedures for Fund Recovery**

If it is found through a financial audit, onsite monitoring, application or final report review that federal or state school aid funds have been misused or misappropriated, fund recovery procedures will be instituted by the Michigan Department of Education.

### **D. Review Procedures for Contested Decisions**

Michigan school districts and other clients of the Michigan Department of Education shall have access to review procedures in regard to decisions and actions taken on monitoring visits and the enforcement of reporting requirements.

The procedures for notification and review are as follows:

1. An eligible recipient that intends to contest the Department's action shall notify the OCTE director in writing within 14 calendar days of receipt of the Department's findings. Within an additional 16 calendar days of receipt of the findings, the recipient shall submit a written request for review which shall state: (a) the finding of the Department that is in question; (b) the issues upon which the Department's finding is challenged; and (c) all pertinent facts related thereto.
2. Upon receipt of such a request, the appropriate OCTE director shall prepare a written reply in duplicate within 30 calendar days. Such a reply may include a change of position by the Department or an affirmation of its original position, in whole or in part.
3. Within 14 days of receipt of the reply from the Department, the party whose appeal has been denied shall indicate whether it wishes to continue a request for review by the Department. Such notification shall be sent to the OCTE director. If the timing of local board of education meetings prevents the recipient's party from acting within the allotted 14 days, the party shall send the OCTE director written notification of this fact within the initial 14-day period. A party providing this notification shall have a total of 30 days to submit a request for continued review.
4. Within 14 calendar days of receipt of notice indicating a further review of decision, a final meeting shall be scheduled. At this time, there shall be a discussion including the challenging party, the OCTE Director, appropriate OCTE staff, and/or the Director of the MDE bureau or designee.
5. The OCTE Director or designee, may make a ruling based upon the facts presented or may convene a review panel of three members.
6. If a review panel is convened, within 14 calendar days of receipt of information and materials, the panel shall review the documentation and decision for the purpose of making one of the following recommendations to the OCTE Director:

- a. Further review is not warranted based upon the facts presented. The review should end. Original staff decision is supported.
  - b. Further review is warranted based upon the facts presented. Original staff decision is **not** supported.
  - c. Further review may be unwarranted because there is an alternative solution that can be suggested to the challenging parties. Original staff decision is **not** modified.
7. The Director of the MDE bureau shall make a decision regarding the contested decision. All decisions are based on applicable laws and the policies of the Michigan Department of Education.

## **VII. Assurances and Certifications for Federal Programs**

The application for CTE Perkins funds contains the following assurances and certifications as well as specific assurances pertaining to the Carl D. Perkins Career and Technical Education Act of 2006. These assurances and certifications must be electronically agreed to by the authorized agency administrators (superintendent, regional CTE administrator, etc.).

### Access to Records and Financial Statements

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (3) of the U.S. Office of Management and Budget Circular A-133.

### Audit Requirements

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act Amendments of 1966 and OMB Circular No. A-133. Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

### Boy Scouts of America Equal Access Act

The applicant assures compliance with the Boy Scouts of America Equal Access Act of 2001, 20 U.S.C. 7905, if applicable, which requires equal access for the Boy Scouts of America and other designated youth groups to meet at public schools. This law applies to any public elementary school, public secondary school, local educational agency, or state educational agency that has a designated open forum or limited public forum and that receives funds made available through the Department.

### Compliance with Grant Program Requirements

The grantee agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979, as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding, or pending final report.

### Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 –

- A. The applicant certifies that it and its principals:
  - (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
  - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust



statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

- (c) Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- (e) Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

#### Disclosure of Federal Funding in Public Announcements (Public Law 111-117, the Omnibus Appropriations Act, 2010, Division D - Department of Education)

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds included in this Act, including but not limited to State and local governments and recipients of Federal research grants, shall clearly state –

- 1) The percentage of the total costs of the program or project which will be financed with Federal money;
- 2) the dollar amount of Federal funds for the project or program; and
- 3) percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

#### Drug-Free Workplace

The applicant agrees to comply with the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85.605 and 85.610.

#### Gun-Free Schools - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

#### Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

#### Materials Developed with Funds Awarded Under This Grant

The grantee assures that the following statement will be included on any publication or project materials

developed with funds awarded under this program, including reports, films, brochures, and flyers: “These materials were developed under a grant awarded by the Michigan Department of Education.”

#### Non-Construction Program Assurances

The applicant certifies that it:

- a. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
- b. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- c. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- d. Will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.
- e. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds.

#### Nondiscrimination Under Federally and State Assisted Programs

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

The Civil Rights Compliance Program, administered by the Office of Career and Technical Education, enforces several statutes that protect the rights of beneficiaries of programs, activities, or services as part of approved career and technical/occupational education programs that receive federal financial assistance. The laws prohibit discrimination on the basis of race, color, and national origin (Title VI of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), disability (Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act of 1990), and age (Age Discrimination Act of 1975.)

#### Participation of Nonpublic Schools

An applicant for funds under this Act assures compliance with federal laws and regulations regarding participation by students, teachers, and administrators in nonprofit, private schools.

#### Prohibition of Text Messaging and Emailing While Driving During Official Federal Grant Business

Federal grant recipients, subrecipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email while driving.

#### Supplement, not Supplant

Federal funds received under this Act shall be used to supplement, and not supplant, state or local funds for any activity carried out in delivery of this program.

#### Title II of the Americans With Disabilities Act (A.D.A.), P.L. 101-336, State and Local Government Services

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, “No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity.” In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed



solutions to correcting barriers identified in the review.

Title III of the Americans With Disabilities Act (A.D.A.), P.L. 101-336, Public Accommodations and Commercial Facilities

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

Trafficking in Persons (Trafficking Victims Protection Act of 2000, as amended, 22 USC 7104(g))

The Department of Education adopts the requirements in 2 CFR 175 and incorporates those requirements into this grant. The Secretary may terminate this grant without penalty for any violation of these provisions by the grantee, its employees, or its subrecipients –

- (a) Engages in severe forms of trafficking in persons during the period of time that the award is in effect;
- (b) Procures a commercial sex act during the period of time that the award is in effect; or
- (c) Uses forced labor in the performance of the award or subawards under the award.

**Specific Assurances**

Funds allocated to a regional consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for authorized programs. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only one member of the consortium.

Regional grant application materials, end-of-year reports, fiscal documentation (budget and expenditure detail) and data will be coordinated through the Regional Perkins Federal Grant Coordinator in collaboration with the regional fiscal agencies and submitted to the Office of Career and Technical Education as one report and the original documentation will be maintained at the regional fiscal level. The original supporting documents must be kept by the fiscal agent and will be made available to the Office of Career and Technical Education at any time for auditing purposes.

Signed cooperative agreements from participating local education under Secondary CTE Perkins and Tech Prep grant provisions will be maintained and updated as necessary.

Individual student enrollment data must be reported on the Career Technical Education Information System (CTEIS) in an accurate and timely manner for all state-approved CTE programs for accountability and measurement purposes.

Any deviations from the approved activities or expenditures will have prior written approval from the Michigan Department of Education, Office of Career and Technical Education.

This application has been prepared by, or in cooperation with fiscal agency's business office. We certify that the agency records will provide a clear audit trail and accountability for report of revenues and expenditures. We also certify that accounts specified in Bulletin 1022 of the Department are in use or are clearly cross-referenced to assure uniform account classifications.

The End-of-Year report of activities, expenditures and expenditure detail will be completed and submitted within 60 days of the program ending date. Failure to submit these reports by the designated date may result in loss of all previously allocated but not requested funds and/or the possible recovery by the state of all funds advanced on this program.

In the event that a participating education agency is delinquent in submitting required data to the fiscal agency, a specific request and deadline for the report or other required data shall be delivered in writing

to the participating education agency by the fiscal agency. If the participating education agency is requested to return federal funds received for the fiscal year, they will be prohibited from receiving any such funds in the subsequent fiscal year.

All agencies participating in CTE Perkins must submit the spring 4483-D report and the 4301, end-of-year enrollment data report for all approved CTE programs through the Career and Technical Education Information System (CTEIS) or funds will be withheld. All agencies must conduct a student follow-up on all completers of CTE programs offered by the agency using the OCTE survey format. CTEIS data must reflect appropriate identification of special population students and must be continually reviewed and updated to reflect current student populations. In conducting programs, all agencies must comply with the provisions of the Michigan Carl D. Perkins State Plan and the Administrative Guide for Career and Technical Education in Michigan.

Secondary CTE Perkins will be reviewed by the Education Advisory Group and Workforce Development Board of the region.

Participating agencies will work together towards continuous improvement of accountability measures and requirements contained in the Perkins IV legislation (Title I, Title II, Secondary and Postsecondary).

Participating agencies must provide the Department with the necessary information to reasonably carry out its function under the Perkins IV legislation. In circumstances where noncompliance has been established, state and/or federal funds may be withheld from an institution until the school district reaches compliance or funds may be payback/recaptured from the recipient.

### **VIII. Resources**

Recipients of federal or state education funds should be familiar with the following resources:

- Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270  
[http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109\\_cong\\_bills&docid=f:s250enr.txt.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_bills&docid=f:s250enr.txt.pdf)
- Michigan Public School Accounting Manual  
[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6605-21321--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6605-21321--,00.html)
- Michigan School Auditing Manual  
[http://www.michigan.gov/documents/mde/Web\\_Version\\_360001\\_7.pdf](http://www.michigan.gov/documents/mde/Web_Version_360001_7.pdf)
- Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76-99  
United States Department of Education, December 2008, as amended  
<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>
- OMB Circulars A-21, A-87, A-133, United States Office of Management and Budget  
<http://www.whitehouse.gov/omb/circulars/index.html>

~ SAMPLE ~

### **PERSONNEL ACTIVITY REPORT**

**PERSONNEL ACTIVITY REPORT**  
(Round entries to the nearest half hour)

EMPLOYEE NAME: \_\_\_\_\_

Pay Period Number \_\_\_\_\_

FISCAL YEAR 2009

		Pay Period Starting and Ending Dates Enter <b>actual hours</b> worked on each cost objective each day												
Cost Objectives (Funding Sources)	Budgeted Percentage	M	T	W	TH	F	M	T	W	TH	F	PP TOTAL	YTD HOURS	YTD %
												0.0	0.0	
												0.0	0.0	
												0.0	0.0	
												0.0	0.0	
												0.0	0.0	
<b>DAILY TOTAL</b>		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0%
ANNUAL LEAVE												0.0	0.0	
SICK LEAVE												0.0	0.0	
SCHOOL LEAVE												0.0	0.0	
OTHER												0.0	0.0	
HOLIDAY												0.0	0.0	
<b>DAILY TOTAL</b>		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>TOTAL PAY PERIOD</b>		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

## Civil Rights Compliance

The following federal laws apply to educational programs that receive federal funds: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990.

The Office of Career and Technical Education is the state office responsible for administering a compliance program to prevent, identify, and remedy discrimination on the basis of race, color, national origin/ancestry, sex, disability, or age by local educational agencies, career and technical education centers, state-operated educational programs, or postsecondary institutions that receive federal financial assistance through a state of Michigan agency.

### Civil Rights Compliance Program

The Civil Rights Compliance Program is a comprehensive review system designed to improve the delivery of education through the assurance of equal opportunity for all groups and populations. Activities of this program are required by Section II(b) of the *Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Disability*, Federal Register, Vol. 44, No. 56, page 17165, issued Wednesday, March 21, 1979.

The components and/or activities of the compliance program include: targeting analysis, selecting agencies for onsite reviews, conducting onsite reviews, development of compliance plans, technical assistance, reporting, monitoring, and program improvement.

The Civil Rights Compliance Program is designed to:

1. Insure that equal educational opportunities are provided to all students, including full opportunity to participate in programs, activities, and job opportunities, and to benefit from services.
2. Prohibit barriers to achieving full participation, such as the stereotyping of individuals based on their race, color, national origin/ancestry, sex, disability, or age.
3. Provide education in an integrated setting.
4. Analyze, identify, and change policies and activities that impede the achievement of the above goals.

Questions regarding Civil Rights Compliance should be directed to:

Michigan Department of Education  
Office of Career and Technical Education  
Civil Rights Compliance Coordinator  
P.O. Box 30712  
Lansing, Michigan 48909  
Telephone: (517) 241-2091

# Section H



## Data, Evaluation, and Accountability

CTE Technical Skills Assessments

Career and Technical Education Information System

Perkins Performance Indicators

## Data, Evaluation, and Accountability

Federal and state efforts to measure impact of funded activities are a means of demonstrating continuous quality improvement through the use of funded initiatives. The collection and analysis of data provides the state and school districts with important information for planning and targeting activities to make the greatest difference for students. It is one way to strengthen the educational system.

The Office of Career and Technical Education has always had a commitment to performance measurement and accountability. State law requires school districts to report information about their career and technical education instructional programs if they are to receive reimbursement for conducting the programs.

Data are collected through the Michigan Student Data System (MSDS), the Career and Technical Education Information System (CTEIS), Registry of Educational Personnel (REP) and the Michigan Merit Exam for the purpose of collecting data for reporting the Perkins Core Performance Indicators reports, EDEN/EdFacts files, and for distributing State School Aid Section 61a(1) funds. Data collection efforts and related activities continue to increase with the current focus on measurable outcomes at both the state and federal levels. OCTE staff works collaboratively with the Michigan Center for Educational Performance and Information (CEPI) to promote coordination and exchange of data and to improve data accuracy and validity.

The federal legislation requires the use of data to drive CTE program improvement and improve student performance. Michigan has adopted the following Core Performance Indicators (CPI):

- Academic Attainment—Reading Language Arts
- Academic Attainment--Mathematics
- Technical Skill Attainment
- Secondary School Completion
- Student Graduation Rates
- Secondary Placement
- Non-Traditional Participation
- Non-Traditional Completion

## CTE Technical Skills Assessments

Under the Carl D. Perkins Career and Technical Education Act of 2006, states are required to report on student attainment of career and technical proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards.

In order to phase in this requirement over the period of Perkins IV (2006-2013), Michigan will coordinate with the program review and revision cycle to select and implement secondary skill assessments for a few programs each year. Assessments will be selected or developed with input from Career Cluster Assessment Advisory groups. These groups will include secondary and postsecondary CTE educators, business and industry representatives, district assessment specialists, and CTE administrators. Advisory group members will review materials related to one or more assessments and provide recommendations and input. The goal is to identify one assessment for all programs in each of the 16 National Career Clusters.

Assessments will be field-tested the year prior to full implementation. During the first few years of implementation, ongoing evaluation will be carried out to determine whether to retain these assessments or use a different assessment. In order to evaluate the assessments, instructors, students, and assessment coordinators/proctors who participate in the assessment will be asked to complete a brief online survey regarding the assessment after the process is complete.

Information on technical skill assessments currently in use may be found on the Office of Career and Technical Education website under the "CTE Skills Assessments" section:  
[http://www.michigan.gov/mde/0,1607,7-140-6530\\_2629\\_53970---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_2629_53970---,00.html).

Questions regarding selection of technical skill assessments may be directed to David MacQuarrie at (517) 241-6202 or [macquarried@michigan.gov](mailto:macquarried@michigan.gov).

Questions regarding implementation of technical skills assessments including ordering assessments, assessment administration, and assessment reports may be directed to Jacqueline Dannis at (517) 335-1066 or [dannisj@michigan.gov](mailto:dannisj@michigan.gov).

## Career Technical Education Information System

The Career and Technical Education Information System (CTEIS) is a secure web-based information system that can be accessed from any computer with an internet connection. CTEIS is used to collect information required for mandated state and federal reporting. This includes information on student enrollment and completion of state-approved career and technical education programs, student attainment of technical skills, and student placement in employment and continuing education. Districts upload data to CTEIS from district student management systems. Users of the system are granted access to one or more reporting roles by an authorized official for their fiscal agency. CTEIS utilizes Michigan Education Information System (MEIS) for secure, password-protected access.

The system enables school districts to generate all of the state CTE required reports, including:

- End-of-Year Unduplicated Student Enrollment and Completion
- Spring Program/Course/Section Enrollment Counts (for state aid funding purposes)
- Follow-up Survey

CTEIS also provides access to CTE data collected over time. This enables districts to better analyze, plan, and forecast to improve programs and meet the needs of students.

CTEIS requires that each student record be identified using the student Unique Identifier Code (UIC) to allow matching of student data in CTEIS with required student data already collected in other state systems including the Michigan Student Data System and the Michigan Merit Exam. The UIC also prevents accidental reporting of duplicate data.

The URL for CTEIS is: [www.CTEIS.com](http://www.CTEIS.com). Users must have a MEIS ID and have been granted access to the system by the authorized official for a fiscal agency.



## Perkins Performance Indicators

The Carl D. Perkins Career and Technical Education Act of 2006 requires that states establish a performance accountability system designed to assess the effectiveness of the state in achieving statewide progress in career and technical education. The state-developed performance measures must consist of core indicators, additional indicators that the state determines, and the state-adjusted levels of performance for the core indicators. States are required to continually make progress toward improving the performance of career and technical education students.

*The Core Indicators* contained in the Carl D. Perkins Career and Technical Education Act of 2006 (Section 113. Accountability) are:

1. Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a state in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act.
2. Student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.
3. Student rates of attainment of each of the following: a secondary school diploma, a General Education Development (GED) credential, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the State in conjunction with a secondary school diploma).
4. Student graduation rates (as described in section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965.
5. Student placement in postsecondary education or advanced training, in military service, or in employment.
6. Student participation in and completion of career and technical education programs that lead to non-traditional fields.

With input from eligible recipients, the state has established and included in the *Michigan Carl D. Perkins State Plan* measurable levels of performance for each core indicator. The Secretary of the USDOE and the state obtained agreement on these levels. The agreement incorporated the comparability of the state's levels of performance to those of other states. Negotiation continues for the last four years of the state plan. Levels may be revised if unforeseen circumstances (such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the state) arise that affect the outcome.

The state must submit a report, the *Consolidated Annual Report*, to the Secretary each year regarding the state's progress in achieving the performance levels, including the performance of special populations. The Secretary will make state-by-state comparisons and will issue a report to Congress and the public.

### Regional Improvement Plan

The Office of Career and Technical Education is required to evaluate eligible recipients' performance using regional adjusted levels of performance. If an eligible recipient does not meet at least 90% of an agreed upon adjusted level of performance for any core indicator, the region shall develop and implement a program improvement plan in consultation with OCTE during the first program year succeeding the program year for which the region failed to meeting the adjusted level of performance. (PIV Section 123(b)(2)).

All or a portion of a region's Perkins allotment may be withheld if the region —

1. Fails to implement an improvement plan.
2. Fails to make any improvement in meeting any of the regional adjusted levels of performance.
3. Fails to meet at least 90 percent of an agreed upon regional adjusted level of performance for the same core indicator of performance for 3 consecutive years.

If a state does not perform satisfactorily (less than 90% on any core performance indicator level), does not implement an improvement plan, or shows no improvement within a year of implementing an improvement plan, the United States Secretary of Education may withhold some or all funds to the state under this title. Likewise, if the state has performed unsatisfactorily for two or more years, the Secretary may withhold some or all funds. Before withholding funds, an opportunity for a hearing must be granted. If an appropriate and effective use can be found, withheld funds must be distributed by the Secretary within the state to provide services and activities that meet the purposes of this Act. If such use of funds cannot be found, funds must be redistributed to other states.

The legislative mandate to develop an improvement plan for failure to meet 90% of any performance target and reporting results as part of the Consolidated Annual Performance Report are consistent with those mandated for reporting the Title I Core Performance Indicators.

# Section I



## Resources

## **Frequently Asked Questions and Answers**

A document containing the answers to the most commonly asked questions concerning career and technical education programs, funding, monitoring, MEGS, segmenting, technical skills assessments, and many others, may be found on the Office of Career and Technical Education (OCTE) website: [www.michigan.gov/octe](http://www.michigan.gov/octe).

## Web Based Resources

Career and Technical Education Information System (CTEIS)  
PTD Technology, 3001 Coolidge Road, Suite 403, East Lansing, MI 48823  
[www.ptdtechnology.com/cteis](http://www.ptdtechnology.com/cteis) Technical Help: [CTEIS.help@ptdtechnology.com](mailto:CTEIS.help@ptdtechnology.com)

Michigan LearnPort  
[http://mi.learnport.org/kc/login/login.asp?kc\\_ident=kc0001&strUrl=http://mi.learnport.org/default.asp](http://mi.learnport.org/kc/login/login.asp?kc_ident=kc0001&strUrl=http://mi.learnport.org/default.asp)

Michigan Virtual High Schools (MVHS)  
[www.mivhs.org](http://www.mivhs.org)

Michigan Virtual University (MVU)  
[www.mivu.org](http://www.mivu.org)

**Apprenticeship Programs and the Michigan Apprenticeship Steering Committee, Inc. (MASCI)**  
[www.aboutmasci.org](http://www.aboutmasci.org)

MASCI is Michigan's resource organization to help individuals explore and gain entry into apprenticeship opportunities. In their own words, they are "an advocacy group made up of professionals from the education industry, manufacturing sector, construction trades and governmental departments of Michigan. MASCI's objective is to educate Michigan's workforce and employer groups on the benefits of participation in Registered Apprenticeship."

### Michigan Jobs and Career Portal Summary

Michigan Jobs and Career Portal  
[www.michigan.gov/careers](http://www.michigan.gov/careers)

The Jobs and Career Portal was created by career educators, administrators, Michigan Rehabilitation Services (MRS) representatives, labor market information and employment service specialists, technology specialists, and other stakeholders. For teachers, parents, students, job seekers, and employers, this is a user-friendly site with links to the latest and best education, career exploration, employment information, and resources.

**Michigan LearnPort**  
[http://mi.learnport.org/kc/login/login.asp?kc\\_ident=kc0001&strUrl=http://mi.learnport.org/default.asp](http://mi.learnport.org/kc/login/login.asp?kc_ident=kc0001&strUrl=http://mi.learnport.org/default.asp)

The Michigan LearnPort® web-based professional development delivery system was created in partnership with MVU and the Michigan Department of Education. School employees are provided up-to-date and flexible online professional development to help meet personal and district learning requirements. Michigan LearnPort provides high quality courses and content through a full set of web-based communication tools and offers full professional development record-keeping capabilities.

LearnPort is also increasingly being used as a peer-to-peer communication and best-practice sharing site by secondary CTE educators and administrators and their postsecondary partners statewide. Log on and create your own account to become part of this real-time, online community of educators. LearnPort offers quick mini-tutorials to help users get the most out of this exciting website, making navigation an easy and rewarding experience.

### Michigan Virtual University (MVU) and Michigan Virtual High School (MVHS) Summary Page

**Michigan Virtual University**, [www.mivu.org](http://www.mivu.org), is a private, non-profit Michigan corporation established in 1998 to deliver online education and training opportunities. MVU is a market-driven organization that contracts for the delivery of its programs and services through the colleges and universities in Michigan and private training providers. MVU does not independently grant degrees. Credentials are granted by the organization providing the program.

**Who founded MVU and who governs it?** MVU was founded and incorporated as a private entity under the Michigan Nonprofit Corporation Act. The Michigan Economic Development Corporation was instrumental in the initial funding and development. The prototype was the Michigan Virtual Automotive College, spearheaded in 1996 by the state of Michigan, Michigan State University, the University of Michigan, and the auto industry.

The Automotive College became a division of MVU and now has an expanded focus as the Manufacturing Training Network. MVU is governed by a board of directors comprised of representatives of the Michigan employer and education communities and state government.

**Why was MVU created?** The primary motivation for creating MVU was to provide high-quality, convenient, cost-effective education and training to Michigan's current and future workforce.

**How is MVU funded?** Originally seeded with funds from the Michigan Strategic Fund, today MVU generates revenues through course fees, contract services, sponsorships, and grants.

**What Is the Michigan Virtual High School and is it associated with MVU?** The Michigan Virtual High School, [www.mivhs.org](http://www.mivhs.org), is an online resource operated by the MVU that enables Michigan high schools to provide courses (taught by certified teachers) and other learning tools that students would not otherwise have access to. Focus at the high school level is to help high schools expand their capacity to provide course content and move it to a central access point.

**Michigan Virtual Summer School** is new this year through MVHS, offering high school students a more flexible option for participating in summer school courses. This new online summer program gives Michigan's high schools the opportunity to expand current traditional summer school offerings to more fully address students' remedial and enrichment needs.

MVHS doesn't independently grant diplomas or course credit but, instead, works in cooperation with individual school districts. Through MVHS, Michigan high school students can prepare for MEAP and AP Exams, take other courses, and learn any place there is an Internet connection.

**Where is MVU/MVHS?** Central offices of the Michigan Virtual University are located at:

3101 Technology Parkway, Suite G,  
Lansing, MI 48910  
Phone: (517) 336-7733  
Fax: (517) 336-7787  
E-mail: [mivu@mivu.org](mailto:mivu@mivu.org)

# Office of Career and Technical Education

## Administrative Guide for Career and Technical Education in Michigan

Revised October 2011

### Michigan Department of Education **Statement of Assurance of Compliance with Federal Law**

The Michigan Department of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Office of Career and Technical Education that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability shall be subjected to discrimination in any program, service or activity for which it is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact: Civil Rights Coordinator  
Office of Career and Technical Education  
P.O. Box 30712  
Lansing, MI 48909  
(517) 241-2091